

In the name of Allah the most compassionate, ever compassionate

A Psychological analysis of pre-school children using  
Tablets, PS4, Cell phones and Computers  
**(Open access)**

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## **1. Introduction**

The history of advanced communication technologies reveals that they have always been seen as a mixture of opportunities and threats from the beginning, and human experience in dealing with new communication technologies has led to the conclusion that the rejection and elimination of technologies is not possible. Therefore, cultural preparation is necessary to increase the positive usage of technologies and limit the negative uses.

In Iran, unlike the global experience, many cultural officials in society have taken a more cautious approach because they believe that technology usage can be adverse. As a result, they have tended to reject and deny technologies due to the aforementioned concerns. The experience of video prohibition at the first years of the Islamic revolution of 1978 and its continuation in the following years of satellite prohibition, heavy internet filtering, mobile phone prohibition in schools, and prohibition of some social networks can be understood in this context. However, it should be noted that technologies are not choices one would make and rather necessities, and in current circumstances, cultural authorities must follow the principle defending the weak against the strong by taking necessary cultural measures to increase opportunities for new communication technologies and limit their negative uses.

The perspective of rejecting technology in Iran has continued from the time the satellite issue was raised in the Islamic Council in 1994 and leaving its footprints to the present time. As a result, the field has been limited for cultural preparation to increase opportunities and reduce threats of technologies. Although there are signs such as efforts to develop a national search engine or national internet, these are positive signs. However, it should be noted that over time, because some of the needs of the community have not been met, the virtual space has become an arena for responding to the needs of different social classes, and as a result, the use of technologies in Iran has become more complex than expected.

The author, who was faced with the lack of necessary cultural preparation among technology users and saw the widespread enthusiasm of various social classes, especially children, teenagers, and young adults for new technologies, decided to investigate how children, teenagers, and young adults use advanced communication technologies and show the ups and downs of their usage. This

will serve as a warning to cultural authorities and help families understand their role in monitoring their children's online activities and exercising electronic parenthood.

The organization of this study included examining the biological, psychological, family, educational-ethical, educational, social, cultural, religious, economic, political, and aesthetic effects of preschool children's use of new communication technologies.

The research process was as follows: after presenting some initial information about the virtual atmosphere to master's and Ph.D. students, I asked them to conduct in-depth interviews with preschool children (3-6 years old) who use advanced communication technologies. The children were selected randomly from available samples.

It is to be mentioned that the interviews presented in this work belong to preschool girls and boys from different cities in Iran. The interviewed children were selected randomly provided that they use advanced communication technologies.

The results of the research and students' research were compiled into 11 chapters.

In the book *Investigating the Biological Consequences of Using New Communication Technologies*, the following topics were discussed:

Helping children with special needs, Improving physical and visual skills, Eye strain and vision loss, Headaches and dizziness, Muscle and skeletal pain, Reduced physical activity and obesity, Nutritional disorders, Injuries caused by improper use of mobile phones or imitation of cartoon characters, Early onset of puberty, Biological consequences of ionizing radiation and non-ionizing radiation, Changes in brain structure and other biological consequences.

In the book *Investigating the Psychological Consequences of Using New Communication Technologies*, the following topics were discussed:

Expanding children's personal abilities, Achieving active learning and education, Raising creative children, Raising entrepreneurial children, Increasing children's self-confidence, Reducing self-esteem and accepting a negative image of oneself, Feeling a sense of inferiority multiple times, Meeting emotional needs, Resolving emotional problems, Aggression, creating a space for

emotional release in the virtual space, leading children to an imaginary world, self-obsession, achieving romantic love between children and adults, nervous behavior, fear, anxiety, depression, sleep disorders, behavioral addiction, and other psychological consequences.

In the book Investigating the Family Consequences of Using New Communication Technologies, the following topics were discussed:

The necessity of electronic parenthood,

- \* Increasing children's general knowledge,
- \* Improving children's educational skills in various areas such as play-based learning, health, and art,
- \* Relative literacy among children,
- \* Improving creativity and entrepreneurship among children,
- \* The educational and care-giving role of siblings in families,
- \* The effects of using new communication technologies on children's physical health,
- \* Following family patterns set by cartoon characters or fairy tales on TV,
- \* Using technology as an electronic babysitter for children,
- \* Seeking help from technology to cover up family problems,
- \* Raising rigid-thinking children (children with a fast-paced identity),
- \* Decreased parental supervision over children's online activities by parents or siblings, digital bullying, hiding information from parents, skepticism about obeying parents' rules, gradual erosion of parental authority, finding a humiliating attitude towards parents, negative portrayal of parenthood in children's minds, creation of conflicts between parents and children, digital child

abuse by some parents, hiding from parents by children, gradual widening of the generational gap, and other family consequences.

In the book *Investigating the Educational Consequences of Using New Communication Technologies*, the following topics were discussed:

Achieving active learning and education, Lowering the age of using technology, Improving educational skills for individuals with special needs, Specialized use of advanced technologies, Stimulating scientific curiosity in children, Increasing general knowledge among children in areas they are interested in, Educational games, religious education, artistic education, health and environmental education. for users, creative and scientific games, entrepreneurial education, relative literacy, indirect education, wasting time, creating hidden havens within official nurseries, and other educational issues.

In the book *Investigating the Social Consequences of Using New Communication Technologies*, the following topics were discussed:

Information dissemination and expansion of social relationships, Deep influence from patterns presented in games and cartoons, Children's informational, educational, technical, protective, advisory, and psychological support for each other, Group pressure and increased influence from friends, Establishing relationships with the opposite sex, Planning virtual friendships, Changes in children's socialization process, Membership in groups and social networks, Decreased social interaction among children, Preparation for future identity changes, Feeling a sense of national inferiority, Deepening the generational gap, Value changes in the 1990s generation, Acceptance of a luxurious lifestyle, Encouraging non-conformist and criminal behaviors, And other social consequences.

In the book *Investigating the Cultural (and Environmental) Consequences of Using New Communication Technologies*, the following topics were discussed:

Intellectual and cultural development of young users, The attractiveness of using new communication technologies, Lowering the age of using technology, Entertainment and leisure activities, Indirect education, Decreased parental supervision over children's online activities by parents or siblings, Innovations in existing gender roles in society, Acceptance of electronic patrial

values, Implanting some feminist concepts in children's minds, Weak cultural socialization inside to use virtual space optimally, Gradual replacement of internet and satellite by internal media,\* Acceptance of user-generated cultural products, Relative replacement of traditional cultural activities with new cultural activities, Alienation from one's own culture and acceptance of a violent culture, hedonism, and irresponsibility, changes in children's modeling, and other cultural aspects.

In the book Investigating the Ideological Consequences of Using New Communication Technologies, the following topics were discussed:

Relative disorder in the religious education of preschool children in society, Children's non-adherence to moral and ideological principles, The limited role of spirituality in virtual space, Children's encounter with pseudo-religious individuals, The prominent role of hedonism and lust in virtual space, Unofficial education, Decreased sensitivity to moral and religious commands, Efforts to secularize divine concepts, Crafting a false religiosity and creating doubts about divine thoughts, Creating religious conflicts, Familiarization with some deviant currents, Primary conditioning for rejecting religion, Presenting models as saviors and transferring God's power to devices and tools,

In the book Investigating the Economic Consequences of Using New Communication Technologies, the following topics were discussed under the section Economic Consequences of Using New Communication Technologies:

Teaching economic behaviors, Encouraging entrepreneurship among children, Providing primary education on introducing some professions to children, Presenting the possibility of economic use of virtual space for children, Unofficial education, Directing children towards more consumption, increasing pressure from friends to consume more. promoted products in virtual space, changing children's lifestyle, providing an unprofessional job to children, institutionalizing some capitalist economic patterns in children's minds, creating frustration among middle and low-income children in society, increased self-harm, and economic exploitation of children through digital games, cartoons, and animations.



In the book *Investigating the Political Consequences of Using New Communication Technologies*, the following topics were discussed under the section *Political Consequences of Using New Communication Technologies*:

Children's political influence from internal media through games, Children's influence from Western media through games, Unofficial education, Diminishing and deleting cultural dialogue in digital games, Institutionalizing conflict resolution through violence, accepting means justify ends, praising super power (in contrast to human), increasing social criticism among children, decreasing national pride, and doubting the system through using digital games, cartoons, and animations, feeling national humiliation, finding a positive view of the West (especially America) in games, cartoons, and animations, accepting submission to power.

In the book *Investigating the Aesthetic Consequences of Using New Communication Technologies*, the following topics were discussed:

The issue of attractiveness from past to present, A review of theories and research on physical attractiveness, The concept of attractiveness from a religious perspective: from physical to spiritual, Exploring children's artistic interests, Emphasizing physical attractiveness in children's eyes and hearts, Acceptance of makeup and early onset, Encouraging a sense of identity and early onset, Directing children's aesthetic preferences towards certain standards, Some children's acceptance of plastic surgery, Emphasizing Western beauty standards in children's eyes and hearts, Creating feelings of frustration, physical shame in children, and aesthetic-political implications.

The present book is about investigating the psychological consequences of preschool children using new communication technologies, after presenting the recent psychological effects, with a comprehensive summary on the importance of paying attention to advanced communication technologies and the role of cultural-social institutions and educational systems in this regard.

In the final chapter, under the title *Reflection*, it is emphasized that new communication technologies are a combination of opportunities and threats, and that we must use human experience in the West to face these opportunities and threats, while avoiding procrastination, which would lead to waste of opportunities. Instead, children in this region are faced with threats and suffer from various physical, emotional, psychological, cultural, social, economic, and ideological harm.

Unfortunately, cultural authorities have not taken steps to optimize the use of virtual space for children, young people, and other social groups. As a result, the opportunity for cultural conditioning has been largely lost. Therefore, the main responsibility for cultural conditioning for optimal use by children, young people, and young adults falls on parents.

The collection of books titled *Investigating Children's Use of New Communication Technologies* aims to help parents and educators of preschool and school-age children by showing them the opportunities and threats of technology in various aspects - psychological, cultural, social, economic, political, ideological, family-oriented, environmental, and aesthetic - and raising their awareness to take action.

In the investigation of the psychological effects of preschool children using advanced communication technologies, some points were raised, including:

- \* Expanding individual abilities in children, achieving active learning and education, training creative children, training entrepreneurial children, increasing self-confidence in children, decreasing self-confidence and accepting a negative image of oneself, feeling multiply humiliated, satisfying children's emotional needs, solving emotional problems, aggression, creating a space for psychological release in virtual space, directing children towards the world of fantasy, self-absorption, achieving child-adult love, nervous behavior, fear, anxiety, depression, sleep disorders, loss of appetite, nocturnal enuresis, addiction to tablets and mobile phones, and other psychological consequences.

The following will continue to discuss the above-mentioned topics.

## **2. Investigating the Psychological Consequences of Using pre-school children from New Communication Technologies**

In the book "Investigating the Psychological Effects of Using New Communication Technologies," the following topics are discussed and examined

Developing the child's individual abilities, realizing active learning and education, raising children creatively, raising children as entrepreneurs, increasing the child's self-confidence, reducing self-confidence and accepting a negative self-image, feeling double inferiority, satisfying the child's thrill-seeking, solving emotion-based problems, aggression, creating an arena for psychological discharge in cyberspace, Pushing the child towards a fantasy world, narcissism, realization of child-adult love, nervous conflict, fear, anxiety, depression, sleep disorders, anorexia, bedwetting, tics, feelings of physical deformity, early entry into the field of pornography, prediction of precocious puberty, child abuse, dependence and addiction to tablets, PS4s and mobile phones, the harms of growing up in cyberspace, threats to children's mental health and other psychological consequences.

### **2-1- Expansion of personal abilities**

Over time, human abilities have increased. In the past, humans used to hunt animals with bows and arrows, which allowed them to reach further distances. With the development of firearms, humans were able to reach even farther distances. Today, advanced communication technologies have made humans so capable that they can easily access any part of the globe.

Advanced communication technologies (such as tablets or mobile phones) have not only gathered various media tools within themselves (such as radio, TV, newspaper, recorder, camera, and video recording) but also enable internet capabilities. This has enabled users to experience a wide range of possibilities and has essentially encapsulated the essence of previous technologies in the palm of their hand. In other words, advanced communication technologies have provided users with a wide range of actions.

If preschool children are adequately prepared and supervised while using tablets, mobile phones, computers, and other advanced communication technologies within limited limits, they will benefit

from numerous advantages. Perhaps the most significant benefit of advanced communication technologies for children is active learning and education that occurs as they encounter and interact with these technologies.

Satisfying their curiosity, developing artistic interests in science and creativity through play-based learning activities will also be among the benefits provided by advanced communication technologies for young users.

At the same time as satisfying their interests, informal and non-formal learning opportunities that are considered in the process of using cultural products in virtual space have taken place, influencing individual skills, social skills, environmental behavior, and other factors. (Just like advertisements for children's products can lead them to become a loyal consumer of promoted goods or political-ideological indoctrination can instill a specific political or ideological perspective in them.)

Covering children's entertainment and diversifying their leisure activities is another valuable opportunity that has occurred in recent years.

Extending children's communication capabilities so that they can communicate with their parents, acquaintances, and friends at any time and place is another important aspect that should not be forgotten.

Therefore, with the expansion of personal abilities, individual development, expansion of personal boundaries in the process of using new communication technologies, and disconnection from entering virtual space, we can consider the contemporary human to be more capable than humans of past eras.

The following interview with 6-year-old Behdad is an exemplary case of expanding personal abilities among users of new communication technologies:

- Hello.

Hello.

- What's your name?

My name is Behdad, Muhammad Behdad.

- Wow, what a great name! You're 6 years old now. When do you start school?

I'm going to school next year.

- Do you have any siblings?

Yes, I have a sister.

- What's her name?

Her name is Bahar.

- How old is she?

She's going to university.

- When you have free time after school, do you play with Bahar?

Sometimes, but Bahar is busy with school, when she comes back, she has to do a lot of work (Behdad means preparing for projects and assignments).

- What do you do then?

From morning till noon, I take a nap, then I watch cartoons.

- What do you watch?

pictures, cartoons, long animations.

- And what do you watch on TV after that?

Police shows (police programs that discuss topics such as traffic, road safety, and accidents and impose fines on violators).

- Why do you like that program? What's it about that you like it?

Oh, because it shows accidents, cars speeding and then crashing.

- Do you like accidents?

Yes, I really like them. I play with my toy cars and they speed and crash into each other (Behdad is not aggressive in spirit and is only interested in cars and accidents).

- What other games do you play?

I build bridges with my blocks next to the carpet (on the edge of the carpet), then my cars drive under the bridge and crash.

- Do you have a tablet?

No, I don't.

- Do you want one?

Yes.

- Did you ask your mom and dad to buy one for you?

Yes, I asked, but they said that even if we buy a tablet, I'll still only play for half an hour a day.

- When you play, does your mom set a timer for you?

Yes, I play with Bahar on her phone, she sets an alarm for 30 minutes and tells me to stop playing. Sometimes I turn off the alarm so I can play more. But later, when it's over, I tell Bahar that I turned off the alarm. But usually Bahar comes after 30 minutes and takes her phone back from me.

- Do you play games with your mom on her phone?

No, but my mom sends messages to Bahar's phone and I chat with her, send stickers to her (Behdad has learned alphabet in preschool).

- What else do you do on your phone with Bahar?

I do math problems on it, add and subtract numbers to see how it works. Or I look at maps (on the phone) and see my home address, the streets (Behdad is very interested in maps and does a lot of work with maps. It was noted in an interview with his mother that his map work hours are not considered part of his playtime).

- What else do you do on your phone?

I check the subway map, check the stations.

- Where did you get the map from when you were smaller and didn't have a phone?

We had a big paper map, very big, we would spread it out on the floor next to Bahar's room and look at cities.

- Do you search for things on the internet or search engines too?

Yes.

- What do you search for?

Cities we've traveled to, the Eiffel Tower, Seychelles (Seychelles is a country that Behdad has seen on a map and finds interesting, despite many people not being familiar with it).

- What do you see on Bahar's phone map?

North, Ahvaz, our home, Paris, Siberia.

- Do your friends in preschool have tablets?

Yes.

- What games do they play?

I don't know, I don't ask them.

- Do you want to play more?

Yes, when we have a party, everyone plays, sometimes I wish I could play too.

- Did you ask your mom why you can only play for half an hour a day?

Yes, I asked, a lady at our preschool (a psychologist) said that if I play more, my brain will shrink and I won't develop. Then I told her that my friends play more and their brains will shrink too. Then my mom said that she doesn't care about their health.

- What do you draw?

Everything. Cities we've traveled to, the first rainbow I saw.

Do you remember the Plasco building fire?

- Yes, I remember.

I drew a picture of Plasco building on fire with lots of flames the next day.

- Do you know why they were good?

Because they saved human lives.

- Do you like magazines and books too?

Yes, our preschool has magazines, my mom brings lots of magazines from school and I see them too.

- Do you have a satellite TV?

Yes, but it's broken now.

- Previously, when it wasn't broken, what did it show?

News, music, movies.

- Can you watch any channel you want?

No, our channels are locked and I don't know the password.

- Did you see anything strange on TV?

Yes, one time we watched a movie and there was a man who didn't wear clothes. Then I asked why he didn't wear clothes and Bahar said it was because he got hot.

- When you want to play more, do you take your mom's phone and turn it on?

No, never! And then there's a password on their phones, so if I want to play more, I tell my mom sometimes she lets me.

As it appears from the interview with Behdad, his family has taken steps to address the lack of cultural preparedness for using new communication technologies by cultural and educational institutions (preschool and school) in the community, and by introducing him to the uses of smartphones, they are directing him towards accessing scientific resources that are available through his phone.

Behdad mentioned in his interview that initially his parents did not provide him with a tablet or phone, and they told him that children who use modern devices excessively may face some biological harm. However, to prevent Behdad from feeling left out and deprived, his older sister



helps him use her phone for half an hour a day to play games. In addition, sometimes Behdad sits next to his mother and chats with his sister Bahar while using her phone.

Behdad's family has also stopped watching TV at home to prevent any harm to their children. Similarly, his parents have announced to him that if he uses his phone for scientific purposes, the extra time will not be considered part of his allowed phone usage. As a result, Behdad has focused on using maps on his phone and has been trying to learn more about different geographical regions based on his family's domestic and foreign trips. In addition to his focus on geographical maps, Behdad mentions in his interview that he is thinking about how numbers work on the phone and what is the logic behind them. This last point is indicative of active learning that Piaget referred to as learning-through-action, where the child is actively involved in the learning process and gains knowledge through personal experiences that remain with him forever. On the other hand, if even teachers perform a chemistry experiment in front of children, due to their passivity, they will not gain anything from it.

## **2-2- Realization of Active Learning and Education**

- Pouriya, can you learn something with a tablet and computer?

Yes.

- Do you think a scientist can do some things with a computer or tablet?

He can perform experiments with computers and devices.

- Do you want to grow up to be something?

A scientist (Pouriya, 6 years old).

The title Realization of Active Learning and Education refers to the important issue of active learning in children's use of new communication technologies.

According to Piaget's theory of cognitive development, he proposed the concept of active learning. He emphasized that the realization of this education depends on the child's active participation in everyday experiences and learning.

Piaget mentioned: Is teaching or education only effective when the child has not yet reached the necessary level of mental organization to understand it? Can we ask, what happens when the child can only learn through doing something about real objects and can achieve knowledge, is it just a symbolic and formal education? ...

... A teacher's experiment in front of students or even doing it by themselves will not be able to teach them general rules of experimentation, such as changing one variable or neutralizing other variables. When humans do not perform an experiment with the necessary freedom for creativity, it is not an experiment, but a mere memorization that lacks understanding and has no value.

According to Piaget, since children's thinking in preschool and school age is concrete, it is necessary to make available to them various objects and social relationships that they encounter in their surroundings, so that they can engage in active learning and gradually develop abstract thinking. On this basis, it can be predicted that presenting non-concrete concepts such as gravity, weight, molecular forces, etc. or proposing problems that have been centuries old for children, not only may not have a positive effect on their cognitive development but may also delay it.

By examining the interaction between preschool children using new communication technologies such as tablets, smartphones, and computers, it becomes clear that these technologies, due to their numerous attractions (such as multimedia, visual appeal, satisfying user needs, stimulating curiosity, etc.), create a suitable environment for active child learning and engaging in trial-and-error experimentation with tablet, smartphone, and computer technologies. This encourages the child to personally decipher the hidden aspects of these technologies and introduce them to their friends and peers while also utilizing new opportunities.

According to Plowman et al. (2012), when they asked preschool children how they learned to use technology, the children said they learned by observing others, such as their parents or caregivers, using devices like tablets, computers, and smartphones. In other words, imitation might be the first step in introducing children to the world of technology, but some children may go beyond that and learn to use devices independently by simply interacting with them.

Coo and Chen (2010) conducted a study on how preschool children interact with tablets and found that 41 preschoolers aged 3-6 years old were observed and filmed while using tablets. The results showed that preschool children were enthusiastic about using tablets and, when faced with

technical issues, they would experiment and try again without showing signs of frustration or failure.

The field study conducted among preschool children showcases the active learning process in children using new communication technologies.

The study also suggests that these technologies have an irresistible appeal for children from young ages. For example, Yasmin and Amir Ali's interview reveals the immense appeal of digital media:

What did you learn about using a smartphone?

The first time I saw a smartphone. I watched carefully, I learned. I learned in 10 days.

In another interview with Amir Ali's mother:

My son is very clever, but he doesn't have a phone, and his father's phone is only available at night. He downloads programs and changes the phone settings randomly.

Since Amir Ali started using the phone at home, he has become calmer and misbehaves less.

One of the research team members who interviewed Sarina, 6 years old, noted:

I spent six hours accompanying Sarina's entire game session on her tablet from start to finish, focusing more on how she played and the content of her games, until it took several hours. This shows that the child has the capacity and motivation for long-term use of the tablet. Another point is that Sarina's games and those of most girls are about taking care of babies, dressing up, school games, and doctor games, which means satisfying their natural desires in the virtual world. Therefore, paying attention to digital games in children is an important issue that should not be overlooked.

children's fascination with technology can lead them to take risks and experiment with devices without adult supervision. If parents or caregivers do not provide guidance, children may try to figure out how to use a tablet or smartphone on their own, which can sometimes result in accidental damage or unintended consequences.

active learning and exploration in children's development is important. Children may learn by observing others, but they also need to experiment and try things out for themselves. This process of trial and error can lead to mistakes, but it is an essential part of learning.

Children may start by observing others, such as their parents or caregivers, using devices and then try to imitate them. However, if they are not provided with guidance, they may resort to sneaky methods, such as secretly watching others use their devices or asking other children to show them how to use them.

Children's curiosity and desire for independence can sometimes lead them to try out new things without considering the consequences. This can result in accidental damage to devices or unintended consequences.

One important thing about the process of active learning in preschool children when using new communication technologies is that their active learning from technological issues is transferred to other scientific topics, which is a reflection of the importance of active learning. In the following, examples of what was mentioned will be examined.

As mentioned earlier, children, from the first stage, with curiosity, observe the usage of their parents and others from mobile phones (and in later stages, tablets or computers) and learn how to use the technology through their own observation and experimentation, although it is possible that children may have incorrect interpretations in their initial learning experiences that they correct immediately in their own trial-and-error process when dealing with the technology.

Interviews conducted with Kian and Saryna and Fatemeh, 6 years old, show the curiosity and enthusiasm of children about tablets or mobile phones that their learning experiences are realized on this basis:

- What do you know about Telegram?

Kian: I know, my mother uses it to send things.

-Only sends things?

Kian: My mother also sends pictures.

Saryna: My mother only sends messages to her friends.

-Is that on Telegram?

Saryna: Yes, but my brother sent a message to my mother.

-Do you use Telegram yourself?

Kian: No, my mother doesn't let me, but I go into it sometimes.

I want to say something.

-Go ahead. What do you say?

Let's talk a bit later. I want to play.

-Okay, but we need to download it. I want to play a game.

Okay, we'll get it from the internet.

-Do you know what the internet is?

Yes.

-What is it?

There are many games on it.

(In the continuation of the interview, after I gave my phone to Fatemeh to play with for a while, Fatemeh immediately opened the phone's lock screen and told me that she had been paying attention to it to learn the password.)

However, despite not having a phone or tablet, Fatemeh was able to use my phone (and probably a tablet) very well.)

The statements of Amir Hossein and Reyhaneh, 5 years old, and Amir Mohammad and Mahan, 6 years old, provide examples of how they learned to use technology through observation:

- How do you download games?

From the Market, I can download games with a friend too, but it needs internet, but with friends, you can download games without internet too.

-How did you learn to use it with friends?

From my mother.

-Your mother taught you?

Yes.

-How did she teach you?

My mother taught me when I was little.

Can you use the Market?

Yes.

-Where did you learn it?

I learned it myself.

-How did you learn it?

I learned it from watching my mother downloading programs.

- What did you do on Instagram?

I took pictures with my sister, wrote what my sister wrote, and Reyhaneh and I helped.

-Does your sister know how to write nicely?

Yes.

Who taught you to take pictures like that? From my mother, aunt, and cousin.

Did they teach you Instagram too? No, we didn't know how to do it until we saw them do it.

- Amir Mohammad, do you know how to download things? Yes.

-How do you download things?

We can do whatever we want in the Market, and then a green thing comes, and it has writing... If one of these has a picture, it means it's expensive, and if it only has writing, we can download it a little bit... and then it takes time to come.

-Who taught you these things?

Myself.

You can't do it yourself. I learned it myself, and that's it.

-From when?

I saw my mother playing with games sometimes... I learned it like that.

- How did you learn to use the tablet with your father? My mother was working on her tablet, and I watched her and step by step, I learned, and it was very easy.

Some children report that when they face resistance from parents, they collect the information they are interested in (in the field of technology or other subjects) secretly: - Do you play with your mother's and father's phone? Yes.

-Does their phone have a password? Yes.

-Do they open the password for you? No, they didn't teach me. I told my cousin Hadise (my aunt's daughter) to watch how my mother uses her phone. She saw how my mother used her phone and taught me the password.

... Do you really love Maatin a lot? Yes.

Are you good at saying who taught you that love and marriage are things that come from loving each other and being interested in marriage with Maatin? From everyone.

-Does everyone teach you? No.

-Then what? Everyone was talking to Ahmad (Maatin's older brother).

-Who is Ahmad? Ahmad is my uncle Ali's son (my aunt's older son). My uncle Ali had a conversation with his older son about marriage, which I listened to and reached my own conclusions through it.

- Were you sitting with your uncle?

No.

- Why not?

They didn't let me go with them.

- So, how did you hear it?

I was going to drink water.

- Were you really thirsty?

No.

- So you were going to drink water and listen to their conversation?

Yes.

Note: In some cases, children's observational learning may not be accurate, and they may correct their own learning:

- Do you know what the internet is?

Watch me, I'm going to click this button on my phone, but it won't connect, my mom does it (Abdul Reza knows the internet as Wi-Fi and modem).

- (Showing him the search page) Is this what you mean by internet?



No, I don't know what it is (only because parents said it's a modem).

- Does your mom connect it?

Yes.

- What do you do after that?

I install games....

Some preschoolers in the interview mention that their parents do not allow them to fully use their tablet or smartphone, but they often find a way to bypass these obstacles:

- have you download games which are not good?

Yes.

- Can you delete them again afterwards?

Delete them? No.

- No?

My mom doesn't let me, but I want to learn from my friends.

After their initial observational learning, children experiment with the device to learn about its other functions. Although they may sometimes cause harm to their parents' device, this process does not stop their learning. The interviews with Matin and Amirali (6 years old) and Viyan (5 years old) demonstrate the active learning process that Piaget referred to, where children actively engage with the technology they are using to gain awareness of its various functions:

- Did you see the SpongeBob cartoon? Amirali: Yes, I have a copy of it.

-What's the copy like? What should we do?

Amirali: I'm learning, I didn't know it at first, my uncle had a laptop, it was very easy, good, there was a small kid-like version, but also a big one, good... .

-Are you only downloading from the Market?

Amirali: I don't know, they say maybe it's not good, I put all of my dad's phone's stuff on it and deleted everything, everything was deleted.

-Does that mean when you put a game from the market on your dad's phone, everything gets deleted?

Amirali: Yes, I kept going, then I saw it wasn't good, Zapiya is better.

-How do you play with it?

Amirali: It's very good with Zapiya, nothing happens, nothing happens, but it ruins the phone.

Matin: Yes, Zapiya.

-After the phone ruied, could you fix it yourself? Amirali: No, it wasn't my phone, it was my dad's phone, it got ruined... . Amirali: Write new guns.

- It's here.

Amirali: What did you write?

- The new guns.

(Takes the phone)

Amirali: This isn't good!

- Why not?

Amirali: I want to download that one.

- Is it scary?

Amirali: No, it's not bad, it's good for you, but not for kids.

- So let's install it and see.

Amirali: Your internet is slow, my dad's internet is very slow.

- Won't it install?

Amirali: Let me see.

Matin: It won't install.

Amirali: I'll try this one.

Scary things.

AmirAli: This message comes up.

AmirAli: What should we do now?

(He tries different options to fix the problem)

AmirAli: The game has started! It installed! I prepared your gun for you!»

«- Viyan, did you install games yourself?

Yes... I would go to the market... and then I would go to the technology section, install the game, and then go into the game and change it... Once all of it got deleted.»

Preschool children face various difficulties in using new communication technologies due to their inability to read and write, but these difficulties do not deter them from trying to find solutions. For example, they may use voice communication and send voice messages, or establish communication through stickers (stickers). In some cases, a child may struggle with writing a game name and choose the option to download all games, then install the deed game based on the game's logo.

The following experiences are from interviews with Saman and Mohammad (6 years old):

- Do you use Telegram with your friends?

Yes, I make contact with my friends.

- How do you do it? Can you write something?

No, I send stickers to them and they understand what I want to say.

- Mohammad, who installs games for you?

Myself.

- Where do you put it?

I put it in a bag, there's a picture, I put it in and a game comes out.

- Is the bag called Market?

yes.

- Then you can't write the game name?

No.

- Does someone else write it for you?

Yes, but I can do something too.

- Are you teaching me?

Yes, I make all the games play.

- Does the phone have similar features?

Yes.»

After learning actively about technology, such as smartphones or tablets, children share their findings and knowledge with their friends or family members and try to pass on their learning experience to them. In an interview, 5-year-old Afrooz shows that he learns how to use

different games through trial and error without referring to an adult (in this case, the interviewer) who was present in the scene, and tries to teach the researcher how to succeed in playing the game:

- Afrooz, did you say you can play games... with my mobile phone? Teach me?

Do you have a game?

- Yes.

Okay, let me play and see if I can play.

-What kind of game is this?

Oh wow!

(After experimenting with the game and learning by trial and error, he tries to teach me too)

- Afrooz, you're really smart.

(Afrooz continues playing the game and encourages himself)

I beat all three of them!

I played this one... .

- Who?

We were playing yesterday when you came, I was playing this one.

- Ah, yes, do you want to play again?

Yes.

(He starts playing, taking some help from me, but most of the time he does it on his own through trial and error, and hardly pays attention to my words)

Look! See what I did! (he shows me the game)

See, if you tap on this, it goes this way, if you tap on that, it goes that way, if you tap on this, its clothes change.

See... what... you have to tap on it.

The interview with 6-year-old Taha shows that, despite having trouble pronouncing Instagram and calling it Isagam, he not only downloads different games for his mother but also benefits from the tablet's features by going to its settings:

- Taha, how many games do you like on your tablet?

I love them a lot, my mom has this game on her phone.

- Do you play this game on your mom's phone too?

No aunt. My mom plays it herself.

- Did you put it for her?

Yes.

- Did she say she would put it for me?

No, my battery dies quickly. I put it on my mom's phone so I can play games on it.

- Does your mom play a lot of games too?

Yes, when she plays, she gives it to me, and when I play, I give it to her.

- Does your tablet have a password?

Yes.

- Did you set the password yourself?

Yes.

- When did you learn it?

It doesn't matter, you can find it in the settings.

At this stage, young children proudly explain how they learned to use tablets or smartphones and digital games:

- How did you learn to use the tablet?

I knew it from the beginning, no one taught me (Taha, 6 years old).

- Do you want to learn new games, play them?

Oh yeah.

- For example, I'll give you my phone now, do you want to play my games?

Yes.

(He starts playing Match Land).

- Do you know how to play this game?

Not yet.

- Do you want me to teach you?

Oh yeah.

- Look, see this, for example, you have to swap these two, those that are the same color, put them together... Ah, hit the screen, hit it again, Ah yeah... Ah yeah... Let's put another one and see, we need to put those with the same color next to each other... See for example, we need to swap white with orange. Ah yeah... Ah yeah... Auntie ( gestures and hand movements are impressive).

- Do you like playing games?

Yes.

- it is great. Did you like playing that one?

Yes.

(Since the child is getting tired, I give him another game - Digby Jump - to do).

-How do you do it?

You have to jump on the screen.

(He learns and continues playing)

In the continuation of learning that has taken place through active learning, children try to use the same method to learn other features of mobile phones or tablets. Sometimes, some intuitive learning occurs for them. The statements of Rohina and Parsa, 6 years old, provide examples of the continuation and expansion of their learning experience. Rojina's experience also shows intuitive learning that has occurred in the child's process of trial and error:

- Rojina, did you learn how to play yourself or did someone teach you?

-I learned it myself.

- Can you take pictures with your tablet?

Yes.

- Can you show me how to take a picture on my phone?

Yes, I can find it. This way (he easily finds the app on the phone and shows it to me).

- Can you take a picture of me or if you want, you can take one of yourself.

No, from you (he takes a selfie).

- How do you take more pictures on the tablet?



I take more pictures of myself. I take pictures of myself, then I go to the screen, and there are many pictures on the screen, I can put Ariel next to myself, Barbie next to myself, Cinderella next to myself, a dog next to myself... I'm showing it to my classmates.

- Parsa, what games do your mom play?

Yes, but she didn't know one of them, so she deleted it. She played it twice, but both times she didn't understand, so she deleted it.

- How did your mom not understand it?

She had a headache that day and wasn't looking at the games for a while. I was playing for a while, and then suddenly she understood. Her eyes hadn't been focused before.

- How long did you play before your mom understood?

Umm... I don't know, but I think it was about a month. I had brought that game to the last page of my mom's phone, and then my mom didn't look at that page at all, so she didn't understand.

- Where did you learn how to go to the last page?

I didn't learn it from anywhere. It's just that you press this button and put your finger on the game, and then you can take it anywhere you want.

- Can you download cartoons and movies from the internet?

Yes, let's say Anna. All her movies come.

- Do you know how to write?

I know this one only.

- Who taught you to write these?

I knew it myself.

- How did you know it?

I saw my mom doing something on my tablet, like Kiti, download a cartoon.

- Okay!

Downloading cartoons, and they come.

- Do you know how to download or someone downloads for you? (I doubted how they could search and download cartoons without knowing how to write).

I don't believe it, I mean I just said it? I didn't know, now I can, I mean on my dad's phone, oh my god (the child has discovered something new).

- What do you mean?

I mean I didn't know it before (he means the search engine).

- Did you not know how to download from here?

No, my dad said it couldn't be done, but it worked.

- Ah, I understand. So you didn't know how to write?

Yes, I didn't know it was possible, and suddenly I told you (he's feeling proud).

The children's curiosity and exploration of the digital media settings form another aspect of their digital literacy:

- Diba, where do you get the games for your phone?

I don't have a SIM card, I can't download games, my mom buys them for me. But one time I was so curious, and two games were found (Diba, 6 years old).

The search for content in the virtual space is another part of the child's active learning activities. Shaygan, 6 years old, described his experience with the virtual space in an interview as follows:

- Do the preschool children have tablets or phones?

They don't have phones, but they have tablets.

- What do they do with them?

They play games, watch cartoons.

- What kind of games do they have?

I don't know, but I think Sonic, Super Mario, war games and motor games.

- Do they go on the internet too?

Yes, they do.

- What do they search for and what do they search?

For example, I see pictures of football players, motor vehicles, and machines.

- On the internet, what do you search?

I once typed my name to see my own picture, then my mom's and dad's names.

- can you read and write?

I can write, Aunt Persia teaches us the alphabet, we write our own names, and read street names.

- After typing your name, does something come up?

A lot of weird stuff comes up, nothing shows up about me, like when you type Mosi, all Mosi's pictures come up, but not mine.

- What else do you search for?

Pictures of motor vehicles, machines, dinosaurs, lions... from those ways.

The interviews with Radin, 4 years old (and his grandmother), Yasmin, 5 years old, and Tabasem, 6 years old, primarily show that parents are lagging behind their children in terms of technical knowledge regarding their mobile phones or tablets and computers. Secondly, they demonstrate the confidence of preschool children who have gained the necessary knowledge to use various technological tools through active learning and education.

- Do you go to preschool or not?

Preschool?

No, preschool is not for me... (the grandmother takes the phone away from Radin).

Grandmother: My son's phone or my daughter-in-law's phone is always in his hand; he knows some things that his mother doesn't know. He's a clever kid; he knows numbers from 1 to 15 in Persian and English; he says 7 instead of 9 sometimes.

Some times my mom doesn't know how to use her phone, so I teach her.

- For example, what do you teach her?

I teach her how to send a character to someone; I teach her.

- Where did you learn it?

I learned it myself.

- How did you learn it?

I saw other people's phones and learned from them.

- From whose phone did you learn it?

my aunt's phone or my uncle's.

Children use their active learning experiences with mobile phones, tablets, and the internet to expand their learning in the use of technology and other scientific subjects.

The interviews with Taha, 6 years old, Mohammad, 5 years old, and Danial, 6 years old, provide examples of this:

- Do you like the tablet more or the Minions?

Tablet.

- Why tablet?

Because I can go to my tablet and see Minion.

- How do you do that?

I draw Minion (animation) on my tablet, and it brings it up for me.

- Do you know how to read?

Aunt Vahide has taught us. My mom has taught me a little bit of writing so that I can be ready for first grade.

- Why don't you watch TV instead?

Well, sometimes Minion doesn't show up on TV, so I go to my tablet and see it.

- What do you tell your mom when you're watching your tablet?

Yes, I tell her some hard names too; she helps me out.

- How did you learn to watch your tablet too?

I used my brain.

- What else have you used your brain for?

I can get my favorite song.

- Which song?

I sing the Minion songs.

...Ahmed. I brought it back, I brought it back.

- You got three stars.

Yes. With the previous ones, it's 9 stars.

- How did you count them?

Well, three now. Three are also from before... (counting with fingers) 4, 5, 6, and then three more...

Yes, 9.

...Danial showed me his toys that make a sound when they are close together).

- Why do they make a sound when they are close together?

Because they shouldn't be too close together.

- Humans... humans shouldn't stick together too much and be close together.

Cannot be. But they can't be far apart either.

- Why can't they be far apart?

Because our dolls have antennae inside them; when they are far apart, they can hear each other's voices. But humans don't have antennae.

...Ahah, yes, I didn't think of that, we humans do have antennae (laughs).

Another topic that is observed in some preschool children is the extension of active learning to other areas of personal and social life. In interviews with Niousha and Seihal, 6 years old, we see hints of this:

- What's your favorite Barbie?

She has a lot of clothes and makeup, and she even has a makeup table; I do her makeup for her, and I told my dad to get me a toilet training seat, and I love doing her makeup.

- Do you want to grow up to be what?

I want to be a makeup artist; I'll make everyone look good.

- Can you, do it?

Yes, I even do my mom and dad's makeup.

- Who taught you?

-I taught myself.

How did you learn?

-My mom helped me a bit.

..., did you see football team's match?

-Yes, isn't it great?

On TV, Subasa's dad dies, and then my uncle comes to help Subasa.

-Do you remember?

He wasn't there; he's my mom's boyfriend.

-How do you know he's your mom's boyfriend?

Because I went to her house and took his picture.

A significant note about active learning in preschool children is the simultaneous beginning of this learning with the beginning of the child's active interaction with tablets and mobile phones, as evident from the following interviews. Asenai, 3 years old, has learned how to unlock her parents'

phone after watching how they unlock it, and Selina, 3 years old, types out incomprehensible words to send messages to others.

- Do you play with your mom's phone too?

Yes.

-Does it have a password?

Yes.

- Do you know their password?

Yes.

- Do they know their password?

Yes.

- Did they teach you?

No, I saw their hands and learned it.

- Can Selina ring someone with her phone?

She only recognizes her dad's number because she calls him several times a day.

- Does she get the number herself?

No, it's in my phone's memory, and she can bring it up herself.

- Can she send messages?

Yes, she can; she writes some incomprehensible words and sends them to others.

- Who taught her?

I saw her send messages, and I learned from myself.

Arsheia, 6 years old, reports in his interview that his 3.5-year-old sister, who plays with his phone or tablet, sometimes accidentally deletes the internet because of her mistakes. His mother also notes that while they haven't taught their child to download games, he has learned to do so independently and eventually Radin, 4 years old, mentions in his interview that he has learned

some programs related to tablets and mobile phones from his surroundings, but doesn't know their names:

Yes, my sister is 3.5 years old. She goes to the Market by herself...

- After downloading something?

-She installs it, comes out, looks at the tablet, doesn't notice it's downloading, says 'oh, this is nothing', leaves for two hours and comes back saying 'what's this?', puts it on and says 'now it's not a problem', they say 'Arsheia was here? I'll fight with you'.

-Eh!

-I'll say 'Maman Parnea was here', says 'don't lie', it's you... finally understood that Parnea was there, because my dad scolded her a lot.

-Parnea?

Yes.

- Because she downloaded a game?

because of her we ran out of Internet.

- Ah, yeah, that's it.

I went to the market, and it was like that; I had 180 games.

- Okay?

I currently have 6 games.

- Does Aria download his own games?

Newly, yes; through the app store, which is good and reliable; almost this is what he does; we didn't teach him anything; he knows other phone options, except for game-related ones; recently he's been getting into transferring games to other phones. As for how he learned it, I think it's strange that I don't even know myself... of course, technology is also making him learn... everything is the same... the world is going that way... we can't do anything about it... unless he grows up and understands more.



- What else do you do with your tablet and phone?

Other than games?... Um... I know all the games.

And other than games?

Besides games, I know everything.

For example, what?

Everything else, but I don't know their names.

The active learning of children in other areas of personal and social life is another topic that can be observed in some preschool children. Niousha and Seihal's 6-year-old interviews hint at this issue:

- What's Barbie like?

She has a lot of clothes and makeup, and she even has a makeup table; I do her makeup for her; I told my dad to get me a chair, and I love doing her makeup.

- When you grow up, what do you want to be?

I want to be a makeup artist; I'll make everyone look good.

- Can you do it?

Yes, I even do my mom and dad's makeup.

Who taught you?

I taught myself.

- How did you learn?

Mom helped me a bit.

Have you seen the cartoon soccer players?

- Yes, what's that?

On TV, my aunt showed it to me.

- Do you remember?

Uncle wasn't there; it's Mama's boyfriend.

- How do you know it's Mama's boyfriend?

Because I took a saw him.

Sometimes, some parents, by creating obstacles in the way of their child's excessive use of tablets and phones, inadvertently create an incentive for the child to find ways to bypass the limitations they have set. This is exemplified by Reza, a 5-year-old boy. One researcher described Reza as follows:

Reza, 5 years old, is a child who, when one of his acquaintances has a problem with installing a program on his phone, will try to solve the problem and usually answers in this direction... .

One day, Reza's mother controlled his phone usage after seeing his misuse of digital games and deleted some of these games. However, Reza found creative ways to install them again by searching for the phone, which even parents were unaware of. For example, after deleting the game, his mother also deleted the i app to prevent him from receiving the game again. But Reza found the i folder in the file manager and reinstalled the programs. After each use, he would delete them so that his parents wouldn't find out about his use of prohibited games. He would repeat this process every time he got his phone back.

### **2-3- Creative Child Education**

In today's world, the idea of educating individuals for creativity and entrepreneurship has become so widespread that creative education is considered a fundamental skill, akin to reading and writing, that should start from childhood.

Sourian (1993) emphasizes the extraordinary importance of creativity in future societies. He compares literacy and creativity, saying: About two centuries ago, only a few people had the ability to read and write, and the general consensus was that reading and writing were complex and special

skills that only a few could possess. Similarly, there is currently a similar consensus about creativity. Although people currently believe that only a few individuals possess creative abilities, it will soon be recognized as a natural right for all humans to have creative abilities and creativity as a necessity for human life.

The importance of creativity has led many researchers to focus on its development in preschool children. Some researchers have explored the issue of creative education in preschool based on the interests and goals of the European Union. Some studies suggest that there is a positive correlation between science education and creativity. Therefore, researchers propose that by incorporating activities such as play, exploration, problem-solving, questioning, reasoning, motivation, communication, and collaboration - which are relevant to science - into creative education, we can expect preschool children who receive these educational programs to be more creative than before (Carmine et al., 2015).

Deil and Twisle (2011) report in their research:

Children who use digital technologies in their own way, observing educational programs and activities, tend to have higher scores compared to children who use violent or simply entertaining programs. They read more books, value scientific progress more, and exhibit more creativity.

Field research on the games played by Iranian children reveals that some games are cognitive and puzzle-based, encouraging children to think and ponder. Some games are also strategy-based, and a few are creative and entrepreneurial, fostering children's creativity. However, it is important to note that for the use of cognitive and puzzle-based or creative games, a cultural foundation is necessary from the family or preschool level. The reason for the limited use of creative and entrepreneurial games among young children is precisely due to the lack of attention from parents or preschool staff regarding how children use digital games.

Field research on the games played by Iranian children reveals that some games are cognitive and puzzle-based, encouraging children to think and ponder. Some games are also strategy-based, and a few are creative and entrepreneurial, fostering children's creativity. However, it is important to note that for the use of cognitive and puzzle-based or creative games, a cultural foundation is necessary from the family or preschool level. The reason for the limited use of creative and

entrepreneurial games among young children is precisely due to the lack of attention from parents or preschool staff regarding how children use digital games.

If this cultural foundation is not established for the use of existing contents in the virtual space, then the child's inappropriate use of violent or obscene content will create a whirlpool around the child that will be difficult to escape from, which will also undermine the child's creativity due to his/her exposure to numerous problems.

The following images belong to Rad, 3 years and 1 month old. After watching an animation where a boat is being rowed with a paddle, Rad uses two tennis rackets to row a boat on the ground while pulling himself forward with his hands:



The interviews with Amir Ali, Parisa, and Parsa, 6 years old, suggest that these children have felt sparks of creativity after watching some creative cartoons, which has inspired them to engage in creative activities:

-Amir Ali, do you watch cartoons?

Yes, I watch them in the morning at preschool. Sometimes we watch English cartoons and then Persian ones.

-Which cartoons do you like more?

I really like one cartoon that you don't know. It's called Engineers.

-What's it about?

In Engineers, everything gets messed up, and there are small people called Fixistas.

-What do they do?

They sneak around and fix the machines without anyone noticing because they're very small.

-Why do they do that?

Because the machines break down, and they need to fix them.

-What else can you see?

Machine ASURA.

-Do you want to explain Machine ASURA?

Yes. Machine ASURA is a place where many machines make everything and they're all colorful and beautiful.

-For example, what kind of things do they make?

Alarms... bathrooms and houses. They're all made of metal. It's obvious what they are. Honestly, I also wanted to make all sorts of things like them or fix everything that breaks.

...Then I really like to draw cartoons. My uncle was a martyr, so there are some guns at my grandmother's house. I look at them and draw. My cousin Esmaeil also has a gun. He used to go to war.

-So you also like war guns?

I want to make a robot costume when I grow up and have a rifle and a machine gun and go to war. Then I'll make a shield for myself.

-How do you plan to make the shield?

I don't know... sometimes I can ask others for help and watch different cartoons and films about it, or think about it myself until I find a way.

Parisa: Have you ever tried to build something new like Machine ASURA?

Yes.

-How often did you play this game?

Parisa: Yeah.

- What new things have you tried to make?

Wheels and gears, machines.

- Do you make them yourself or does someone help you?

I make them myself, sometimes with my dad.

- When you can't figure out a part, do you ask your dad for help?

Yes.

Parisa: In the Machine ASURA cartoon, the Machine ASURAs always win, right?

Yes

- Why do you think that is?

Because they're strong.

Parisa: In this cartoon, the Machine ASURAs solve their problems by making plans, helping each other, and escaping from enemies and obstacles by creating new things.

- Don't they try to destroy their enemies? But they're so strong and big.

No.

- Have you ever tried to use tools to repair broken appliances like the MachineASURAs do in the game?

In the game, yes. For example, I fix my washing machine and TV.

- Do you make things based on pictures or templates?

No.

- So you draw your own plans and templates for yourself?

Yes.

- Do you like things that your dad buys for you?

Yes.

- When you make new things, what does your dad do?

He takes them from me and looks at them and says, This is so beautiful! You made it yourself, just like me.

- Besides making things with tools like the Machine ASURAs, do you try to make new things like jewelry too?

Yes.

- When your mom and dad buy things for you, do they prepare them for you?

Yes.

- Do you like the jewelry you make more or the ones from stores?

The ones I make myself.

- Why?

Because they're prettier and fit my hand perfectly.

- Have you ever thought about making these jewelry and selling them in the future?

Yeah, good, but not all of them.

- Did you like it when the robots were real and you had a team with them?

Yes, I really want to grow up quickly, make a robot, but it's very hard.

- Why is it hard?

Because it takes a lot of time and all of them need to be made, they have movies.

- What kind of movies do they have?

I'm not exactly sure, but those who make robots record them on their heads...

- Ah, okay, you didn't say why making a robot is hard.

Because it needs 10 screws and 12,000 rivets.

- Do you have those?

No.

- Can't you buy them when you grow up?

No, it's too expensive.

- Do you think you can't make one because of the cost?

Yes, but just a few days ago I was collecting some things for my robot, I think it will take a few more days.

- Ah, so you're working on it for a few more days.

Yes, I'm collecting the parts now, and then I'll make it.

- And if you make your robot, what kind of robot will you make?

I want to make one that makes things move when connected to them, and then connect them to it.

- Do you want to make robots that can move?

Yes, that's why I want to make a robot in the first place.

- And after they move, what will they do?

For example, they could help me with cleaning and household chores or help me with my homework.

Other parents have also tried to create a creative and innovative child by using suitable programs. The interviews with Ershak, Sina, and Dorsa, 6 years old, provide examples of this:

- Ershak, do you play on your laptop?

Yes.

- What games?



Chess, because I want to play chess with my father.

- Ah, chess tournaments?

Yes.

- Are you very good at chess?

Yes, I'm good at it.

- When did you learn it?

My father taught me.

- Sina, what are you playing on your tablet?

Games.

- What kind of games do you have?

Motor racing, war games, and brain teasers.

- Ah, what kind of brain teasers do you have?

These brain teasers are like this: you have to think a lot and do a lot of work to open the safe (he means puzzles that require solving a puzzle to get a reward).

- Then your mom tells you what game to play?

Ooh... yeah, sometimes I do brain teasers... like, for example, when I find something that gets me to a certain place... then I have to think about it, find it. If I don't find it, I'll get burned... if I find it, I won't get burned... and then I'll get more prizes... with those prizes, I can buy something and get more prizes...

- Okay, Dorsa, what's the game at home like?

We go to a house, and we have to search for a key to open the doors in the rooms. It's all a puzzle.

- Do you solve the puzzles yourself?

Yes. But when there are math problems, I give them to my mom. For example, I find something in one room that is the answer to a puzzle in another room. It's all like that.

The interview with 6-year-old Arshak is an example of children seeking creative and challenging activities even at preschool age:

I have a thinking game too.

- What is it?

What does it mean? For brain development.

- Ah, is it a game?

Yes, it deals with our brains.

- What is it?

Look at something, in a... in a... in a container, they put a top inside, 20 times they spin it, quickly... but I find it quickly.

- Do you have to choose which top is in which container?

Yes. I have a game, a triangular game, there are several triangles in the middle, snap them together, then take them apart and put them back together, and then you have to answer what you see or don't see.

- What good games... are these on your laptop or your mom and dad's phone?

I have them on my laptop.

- Then there's a rocket, it shows shapes, for example, if you want to make a rocket, you have to make a round shape with clay, make it round, and then put it in front of the windows, I made some already, several times, then you can make shapes on the laptop with clay. After that, when you want to launch it, we put it in the middle, this is how we do it (he shows how to shape the clay with his hands).

- Ah, okay?

Yeah, like that on your laptop.

I made a car once, I programmed it to do something, even made a video with it.

- How did you make the video?

I recorded it myself, then at home and with my friends we recorded it too, park and all that stuff is there, he's playing himself, takes pictures with the laptop camera, takes pictures again and again and again, then you speed up the scene.

- Are you doing this with the same laptop?

Yeah, speed up the scene after that it goes into memory.

- How does it speed up the scene?

There's something like a thermometer... right? The thermometer gets cold... right? There's something under my hand... under that laptop... I press it... then it goes ahead... one piece here... one piece there...

- Is it on the buttons?

yeah

- How?

You see... there's something on the phones... you press a magic thing and something comes out... you pull out some things?

- Ah, okay?

I made a slide, put a round shape on top of it, and another round shape on the bottom, from the top to the bottom... then when I wanted to make a light for it, the light on top started flashing, but I said ah ah ah and made another slide, a long triangular one with 4 sides... then I made another one on top, put two round shapes in it, and when the machine wanted to flash its light, it went up and down... there was something small in the middle, going up and down...

- What was it?

There's a slide like that on my laptop.

- Okay?

Then there's a round shape here, going up and down, taking the light up and down.

- Ah.

Then I made something else.

- What?

There was something in laptop... I mean my laptop... my ear... yeah, it shows shapes, like lamp shapes, real cars, boats... there's a boat... things... they come together and fall apart.

- Okay?

A few sticks need to be connected, just a few... not too many... you need to put them around it... then you pull out the shape from here, from your laptop so it stays in your memory... there's even a butterfly behind it... makes it move forward and backward...

- Is there a button?

Yeah, it's touch-sensitive... not just a button that does this... then you press it and something happens... at first it gives you soap in your hand... then you put a glass thing in front of you... then you put your finger on it... then you put it on the butterfly's wing... you do everything with your own hand.

There are machines too, taking pictures of them... for example, I bring my machines to my home... take pictures of them... design their shapes...

- Do you change their designs?

Yeah, I paint them and replace their tires.

- Do you take pictures with your phone?

Yeah...

- With my phone?

With my phoneeeeeeee...

There's also a game called Kasberne.

- Okay?

Just for example, I take pictures of houses, like this one or that one was built from concrete...

- Okay?

it says this was built from concrete, this was built from pure iron...

- Are you taking pictures of real houses?

Yeah...

- How interesting.

For example, taking pictures of body parts...

makes them disappear into the body...

- Does it show what's inside the body?

Yeah, for example, it tells how eyes were made.

- How interesting.

- How were the hairs made, how was the body made?

How do you play games?

- I got this Kasberne from my dad, and the games from my cousin... and this bus-making thing from my mom.

- Do you only play with your laptop or also with your mom and dad's phone?

No, there's a game, for example, there's something on my mom's phone, a question-and-answer game... you have to solve it.

- What kind of games do you have?

A car game... .

- Okay?

It's a car game, there's a Bugatti in it... you have to design it, for example, everything is gone... a Bugatti-shaped page is there... you have to put it in the middle... then whatever tire you want to put in.

- Do you need to change its model?

Yes, its model... for example, if you design a car properly, another car will be given to you.

- Do you like cars?

Yes, I like all of their forms.

My room is basically a lighting MacQueen with a shell.

- MacQueen?

- Yes, its walls are also MacQueen.

After seeing these designs on the laptop, then you make the real one?

bring my laptop, my cousin brings his tools... we look at the laptop and go to the park... our homes are not far away, my cousin has a park there... then he says come here, we go there, and then we make the design.





On the other hand, field studies conducted by research groups show that when children are taught problem-solving games, their opinions about the game are sought. An interview with a 6-year-old boy is an example of this:

- Do you like playing new games on your tablet?

Yes.

- So you like to learn new games and play them?

Yes.

- I'll give you my phone, do you want to play with it?

Oh yeah (with permission from the kindergarten teacher, I gave the Machein game to Alaa and he started playing).

- Do you know how to play it?

- No.

- Do you want me to teach you?

- Oh yeah (look, see this, for example, these two need to be exchanged, those that have the same color, they need to be together. Press on the screen, ah yes, that's it. Yes, press again. You need to

put those with the same color next to each other, look here for example, you need to exchange the white and orange ones. Finally, I explained the game to Alaa on the screen and he learned how to play).

- Do you like the game?

Yes.

- You won, dear, do you like it?

Oh yeah.

- Do you like this game more or the games on your tablet more?

- I liked this one more.

The interviews conducted with preschool children suggest that some children behave in a creative way when faced with technology, using technology to achieve their own goals. In other words, children who are not literate in reading and writing sometimes use voice messaging or sending stickers (stickers) to communicate with each other and overcome their limitations. In other cases, children send multiple screenshots (for example, showing how to install an app) to help their friends solve technical problems and take action to solve them.

Other children reported in their interviews that they use images and sequential selection of download options to download their favorite games without needing to write. Similarly, some children use Google's voice search to search for what they need without writing.

Yoonas 5 years old and Ibrahim 6 years old mentioned in their interviews how they communicate with their friends through voice calls:

- Do you know how to read and write?

No, I tell my dad... he writes it for me.

- How do you contact your friends?

- (takes the phone from me and shows it in an operational manner) I don't write anything... I talk to them.

- Do you know what Telegram is?



Yes.

- Who has Telegram?

My dad.

- Do you have it?

No, but I need to get it.

- Why do you need to get it?

Because I don't have it.

- What kind of program is it that you need to get? Is it a game?

No, it's not a game. For example, we talk to each other.

- Okay, you can send voice messages.

Helen 5 years old and Ibrahim 6 years old mentioned in their interviews how they communicate with each other using various stickers:

- What can be done with Telegram now?

For example, someone sends a crying sticker, then another one comes and sends another one, and so on.

So it means that someone is sad or upset

- So the stickers are for what?

To say that we are upset or happy, so that we can say we're tired.

- Do you know what Telegram is?

Yes.

- How is Telegram?

Look, I go down and put this face on, then a bunch of stickers come, and I send them. There are so many fun stickers.

For example, a bear sticker that laughs, then car stickers or maybe those little birds that have hearts in their hands.

Sadegh 6 years old also mentioned in his interview how his friend teaches him the way to download or fix a technical problem that has occurred for him by sending necessary screenshots.

Rouhiya and Hessam 6 years old also mentioned in their interviews how they download games without needing to write the game names:

- Did your sister teach you how to download your games from where?

From there, the game pictures are shown to us. I click on the buttons, and it brings me the game, and then I choose one by one. If I choose two, there's no problem.

- ... Does Hesam play games on his tablet like that too?

(The mother comes to us and starts working on the table).

Mother: No, he has 200 games, he goes to Google Play, downloads the game! Market! He just likes it!

- Can Hessam type?

Mother: No, he takes a game, plays it, then plays another one, downloads another one.

Asna 3 years old mentioned how she uses a file sending program and Amir Hossein 6 years old noted that he uses Google Assistant to overcome his inability to write:

- What kind of games do your friends have?

I don't know, I only play by myself.

- Do you send games to others?

Yes, I only send it for them.

Have you sent a game to anyone yet?

Yes.

- How?

With Zappy.

- What is Zappy?

My dad installed Imo for me so that when we went on a trip, we could talk visually like a picture, and I myself download or search for some programs from the market.

- How do you search?

I go to the internet on my tablet, next to Google I click on the microphone icon on the microphone, say what I want and it shows me the result.

- What else do you search for?

Videos, war movies, funny pictures, children's programs, other pictures.

In addition to the creative performance of preschool children in using new communication technologies, the content used by children through technologies such as tablets, mobile phones, and computers may be suitable or unsuitable. If parents, kindergarten teachers, and cultural officials in society can provide suitable content for children with necessary cultural settings, it will facilitate the development of scientific, cultural, and creative performance of children.

The image below is a drawing by Erfan 4 years old of Sonic. Erfan mentioned after preparing his drawing that Sonic is very smart and always finds a way to escape and wins! I also want to be like Sonic and win first.



If cultural settings are not established to properly use existing contents in the virtual space, then the child's use of unsuitable or harmful contents can lead to a chaotic situation that is difficult to escape from, and may hinder the child's creativity. Young children who have become dependent on tablets or mobile phones and are prone to problems such as obesity, insomnia, fear, anxiety, and the like, are vivid examples of this.

#### **2-4- Entrepreneurial education for children**

- Which toy do you like more than the others?

The home makings.

- With Lego?

No, I make a restaurant with blocks, cook food, and sell it to Mom and Dad.

- How much do you sell it for?

Uh, for example, I give it to them, uh, and I take money from them (Ronika, 5 years old).

In recent years, while creative education for children has been emphasized, entrepreneurial education has also been considered and various efforts have been made in this regard.

Einsender and colleagues (2015) report in their article Entrepreneurial learning in Swedish preschools: possibilities and limitations of active child participation that the Swedish National Agency for Education has asked kindergarten teachers to start teaching entrepreneurial skills and entrepreneurship from an early age.

Recent researchers note that while starting to think about educating entrepreneurial individuals from kindergarten may seem ambitious, it is possible to achieve this goal by optimal use of technology.

Tolentino and Lawson (2017) report in their article We're going to kindergarten, so we need business cards that by giving children different roles and having them interact with teachers and other children in the same field, children can develop individual and social skills. Some of the roles given to children include assuming a new identity, such as becoming a merchant.

To educate children as entrepreneurs at the preschool level, three important principles must be considered.

The first principle of educating children is to make them individuals who do not only think about themselves and the world revolves around them. If education is tailored to make children feel responsible towards others and the environment, when they become entrepreneurs, they will not be willing to compromise their values and principles for the sake of profit. Educating humans in a way that they feel responsible towards others and the environment will lead to a mindset where, as entrepreneurs, they will not limit their entrepreneurial scope to only making more profits, but will strive to achieve goals that benefit others and the environment.

The second and third principles are the education of creative children (as one of the factors that leads to an individual becoming an entrepreneur) and entrepreneurial education for children, which will be discussed further below.

To educate creative children, parents should create a model of creative behavior in themselves in front of their child, in addition to introducing other creative models to the child and encouraging creative behavior. Furthermore, introducing children to different ways of thinking, challenging traditional ideas, taking risks, tolerating uncertainty, and thinking creatively in the face of various problems and challenges are all deable features that are observed in creative individuals.

Parents should also make an effort to educate their children in a creative and entrepreneurial way, by showcasing creative and entrepreneurial behaviors themselves. For example, the author organized various creative games at home, where each child would come up with their own game and then compete with their parents. This helped to encourage creativity and entrepreneurial thinking in the children.

Introducing children to creative and entrepreneurial role models through stories and shows is another important aspect of entrepreneurship education. This can inspire children to emulate these role models and strive to achieve similar goals. The role model of parents is crucial in entrepreneurship education, as many successful entrepreneurs have credited their parents with playing a significant role in their development.

Similarly, introducing children to entrepreneurial concepts and roles in stories and movies can help to deeply imprint the concept of entrepreneurship on their minds. The more parents can provide concrete and tangible examples of entrepreneurship for their children, the more successful they will be.

It's worth noting that some successful entrepreneurs have started their businesses at a very young age, even before kindergarten.

Presenting creative and entrepreneurial content to children can be considered the first step towards creating creative and entrepreneurial children. A 6-year-old child's response is a good example of this:

- What kind of games do you like?

A lot! For example, mouse chef, boss baby, Elsa and Anna, all the toys and games, sometimes because Subhan (his brother) wants to see what I'm doing, we play with cars, Tom and Jerry, Ralph the troublemaker or guard dogs and Ben-ten.

- What do you like about mouse chef?

Because mouse sees TV shows, famous chef cooks on TV. Then he becomes interested in cooking. Sometimes I ask my mom for help, for example, I want to cook. Then mouse and Lingoyini go together to the restaurant. Lingoyini gets hired, but he's clumsy. Then mouse comes back with his hair tied back, controlling his hands and feet. He's actually cooking.

After that, the inspector comes and makes a ratatouille for mouse. The inspector is pleased. Then he takes mouse to the restaurant, because mouse has it. Maybe I'll become a chef like him and open a restaurant for myself. Then I'll have a lot of branches, like in foreign countries. Then I'll have a lot of employees... - Oh, Mrs., you said you also play the game of cooking heaven, what is that?

Yes, it's like I have a restaurant. It's getting bigger and bigger. Then I get to Paris and Italy and Turkey and these places. Then I'll make Iranian food again. But it's moving too fast. He likes it more.

At the same time as theoretical attention to educating their children to be entrepreneurs, parents should also pay attention to their practical education.

Some entrepreneurship theorists believe that giving continuous bonuses to children can turn them into employees who are waiting for their salary every month, which can instill an employee mentality in them, which is in conflict with the entrepreneurial spirit. Therefore, instead of giving bonuses to their child, parents should give them different responsibilities, such as performing some tasks inside or outside the house or performing some minor repairs needed at home, car washing, cleaning part of the house, or working in the garden - in exchange for the work done by their child, paying their child a wage or allowance.



Parents can also take another step in their entrepreneurial education by using different situations, such as when they go to a restaurant with their family, and ask their child to review and criticize the services provided to customers, turning it into an entrepreneurial class for their child.

Next, parents can create an opportunity for their child to experience entrepreneurship in the home environment. For example, they can encourage their child to start a business by selling toys that are of interest to them.

Similarly, parents can commission their child to create postcards or gifts for their acquaintances (such as painting a stone or creating a decorative item by gluing several stones together and creating a fun design). Buying paper airplanes and other similar activities from children are among the actions of parents in this regard.

After gaining some experience at home, the child can be guided (under parental supervision) to venture out and start a small business. The author recalls that his preschool-aged child sold some of the foreign stamps that he had collected and prepared for his children to expand their interests to his friends. Selling foreign coins and, in another case, selling empty balloons and inflated balloons (which were 50% more expensive than non-inflated balloons), were other entrepreneurial actions of the author's young child.

In some foreign countries, there are days where children come out onto the streets to sell their second-hand toys and items, providing a social foundation for entrepreneurial skills for their children.

Besides initiatives such as Yard Sale and Garage Sale in the West, which aim to educate children about entrepreneurship, some countries also have special days or holidays where children are encouraged to sell their non-essential items or showcase their creative skills to earn a profit.

In some countries, on specific days or holidays, children are encouraged to come out onto the streets and sell their non-essential items or display their creativity to earn a profit. For example, on the Queen's Day in the Netherlands, in addition to celebrating the queen, children are encouraged to put out their second-hand items for sale. Some children even come up with innovative ideas to make money, such as one boy who set up a merry-go-round and charged other children a fee to blow out his little brother's face after being covered with a balloon. Others made sweets or desserts with their mothers and sold them on the street.

What was mentioned earlier is an important practical lesson in teaching entrepreneurial skills to children.





Simultaneously with creating an opportunity for children to engage in business, creating an experience of earning money for them is a deable thing, but it is necessary to note that this earnings should not be through depositing money in the bank, and preferably should be through sales and investment (in a childish way).

Preschool children who are encouraged to take entrepreneurial actions may encounter financial risks and setbacks in their small businesses, but parents must take necessary care to cushion the pain of failure and convey to the child that failure is a step towards ultimate success and that failure is not always synonymous with despair and disappointment. Rather, it highlights the mistakes made by the entrepreneur and serves as a learning experience.

The importance of entrepreneurship has led some game designers to create games aimed at creatively educating children.

Cook (2011) mentions games that allow children to act on an entrepreneurial idea based on a specific principle.

The last point that needs special emphasis in the matter of child entrepreneurship is the final horizon of entrepreneurship, meaning that in human beings who are self-aware, the ultimate goal of entrepreneurship is to earn more and more profit, but in human beings who consider themselves responsible towards their community and the global society, the ultimate goal of entrepreneurship is not earning money, but rather serving more and more as an individual entrepreneur to their community, global society, and environmental factors, which naturally has a human horizon and is of concern to religious and spiritual perspectives.

## **2-5- Increasing child's self-confidence**

Self-confidence or self-empowerment is a specific psychological characteristic that an individual acquires through experience and successful achievements in various fields, having confidence, trust, and faith in their ability to overcome challenges.

The first platform for shaping self-confidence or self-belief is the family.

If a child's emotional relationships with their parents and siblings are suitable, and parents provide their child with appropriate emotional nutrition, the child will come to believe that they are a positive and valuable individual. Naturally, if parents do not have a good emotional relationship with their child, the development of self-confidence in the child will be hindered.

The second platform for shaping and strengthening or weakening a child's self-confidence is their environmental conditions. This means that the existence of a safe space that allows children to gain various experiences and succeed in those experiences leads to an increase in their self-confidence, but in cases where children experience unpleasant experiences in their surroundings, their self-confidence may easily give way to lack of confidence.

If we assume that a child has a good emotional relationship with their parents and has received initial self-confidence from them, children will gain various positive and negative experiences as they interact with new technologies.

Examples such as active learning by children in relation to technology, preschoolers' technical skills in using technology, taking photos and producing a video montage and displaying them on social media, setting up a group and managing it, are among the factors that can collectively promote children's self-confidence and technological literacy. However, if parents, preschool teachers, and cultural leaders in society do not provide the necessary cultural infrastructure for optimal use of technology by children, then a child who has grown up with self-confidence at home may feel that their economic well-being, beauty, and capability are not only not at the level of their favorite models but also never get close to them. In this case, the child will receive a sense of inadequacy and lack of confidence.

If we consider preschoolers in this context who have gained positive and suitable experiences through cultural upbringing by parents, preschool teachers, and cultural leaders in their community, it is natural that these conditions will lead to an increase in self-confidence and technological literacy.

In the field study conducted among preschoolers using new communication technologies, children directly or indirectly expressed that their self-confidence had increased as they engaged in activities such as active learning or technical skills development through interaction with technology or setting up a group or producing content and sharing it on social media or ideation.

Five-year-old Mohammad Taha and six-year-old Ali Reza and Roujina mentioned in their interviews that their self-confidence had increased as they gained active learning experiences through technology use:

Interviewer: Hey, let's go to that room and play on my phone with Amir Hossein and Reyhane.

Child: Okay. Let's go quietly, so Amir Hossein and Reyhane won't know.

Interviewer: Why won't they know?

Child: Because it's busy in there. They're going to make a mess.

Interviewer: Let's play together instead.

Child: I don't want to. They're not good at it...

Interviewer: Oh, oh, the enemies have come.

Child: I'm going to start using RPG now.

Interviewer: Why RPG?

Child: Because it's more powerful. More people will die.

Interviewer: Good for you, you know how to play. I don't know how to use a gun.

Child: I knew how from the beginning...

Interviewer: Okay, let's go play with the gun game now.

Child: It's harder. You can't do it.

Interviewer: Where did you learn that?

Child: I knew it from the beginning already.

Interviewer: Does your cousin also play these games?

Child: I don't know. But my dad plays. He didn't teach me...

Interviewer: Oh, oh, they're attacking!

Child: Let me see if I can kill them with RPG or Kalashnikov.

Interviewer: What's the difference?

Child: Because they're guns...

Interviewer: Where did you learn their names?

Child: I've always known that.

Ali Reza, I have a problem with my phone, I don't know why I can't install the Amir game. Can you help me?

Yes, cousin, I'll fix it for you. It's an old version. You need to update it.

(I handed over my phone to Ali Reza. He skillfully updated and installed the game.)

- Wow, Ali Reza, you're so skilled!

(Ali Reza laughs) Yes, my mom always says I'm the best at everything. Of course, everyone says that. Anyway, cousin, your phone's memory is full, I'll transfer it to my computer for you.

- See where you learned these things?

I've been working on it a lot.

- Ah, do you have a mobile phone?

No, my parents have phones, but they let me use them. Of course, I also have a tablet this big (holds up his hand to show the size). I play more games on my tablet.

Some preschoolers who were interviewed described their technical skills, such as using tablets, mobile phones, and the internet, entering the virtual world and implementing their favorite content that ultimately leads to an increase in their self-confidence. The following statements are from Amir Hossein and Viyona, 5 years old, and Taha and Hiraad, 6 years old:

- Do you play on the internet too?

Yes, I can't download games without the internet.

- Why?

Because I can find better games there.

- When you play, what do you feel?

I like to win.

...Good! At that time, I was playing with your tablet... I was installing games... Installing programs... And then it had all those things that my cousin said... Making green with red, mixing and matching...

- Hey Taha, besides playing games, what else do you do with your tablet?

Nothing, all my friends play with it too.

- So you don't see your friends' work on your tablet anymore?

No.

- So you look at their work on what?

I watch TV.

- Did you use to play with your tablet a lot?

So much so that I even got into a fight with my mom over the tablet, and she wouldn't give it to me. The tablet was full of my own programs, and it couldn't hold any more because of my games.

- Why wouldn't she give it to you?

Because the programs were hers too, and it was full, and because of my games, it couldn't fit anything else.

(Hiraad helps him look for Spiderman on a website, but the game won't open).

- What games do you have?

I have Angry Birds, I'm playing Spiderman.

- Do you download your games yourself?

My tablet is full, there's no room for anything else, and I can't download anymore.

- Ah, so you downloaded them yourself, but then it was full?

Yes, there's nothing left.

According to Gunduz (2007), fear and anxiety related to technology and computers, which are common among adults, are not observed in children and adolescents. The reason for this is that children from a young age are familiar with advanced communication technologies, whereas adults do not have similar experiences like preschoolers today, and therefore feel strange and anxious about them.

Some preschoolers who were interviewed reported that they had started a Telegram group or were the manager of a Telegram group.

Children who were previously considered insignificant by adults before entering kindergarten (or even after entering kindergarten) often gain better conditions by experiencing independence or taking charge of a group, which allows them to show more confidence compared to their peers.

The following interview is with Helma, 2 years and 10 months old:

(Researcher's note: Due to Helma's young age, I asked her mother for help with some parts of the information, which are indicated in parentheses. It is worth noting that Helma's family is from a lower socio-economic class).

- Do you have a tablet?

Oh yes, the tablet is mine.

- How long has Helma been using the tablet?

About 5 or 6 months

- Do you play games on the tablet?

Yes.

- What game do you play?

(Hesitation) Ah, Pou. (Helma is a quick learner, even taking the tablet and going into games like this sometimes).

- What do you do with Pou?

Play.

- Do you give it food?

Yes. I take a picture of it (meaning Helma takes a screenshot).

- What games did you play on the tablet?

Car game (referring to a racing game). Helma also plays soccer, but it's hard for her.

- Which one do you like more?

Car.

- (How many hours a day do you play, Helma?

About an hour or less.

- If Helma wants to play more, do you let her?

No, she can only play for an hour).

- Does Helma listen to music?

Helma nods her head in a positive gesture.

- With headphones or without headphones?

Silent.

(It doesn't matter, Helma listens to music with headphones and without headphones. Sometimes she imitates her 6-year-old sister Zara).

- Can you go to pictures? (I handed Helma my phone and told her to go to pictures, and she correctly went to the photo gallery).

- Can you send pictures?

(Helma looks at me).

Yes, Helma sends pictures through Telegram, first telling me and then sending the picture.

- Bluetooth?

No, she doesn't know what it is.

- Skype what?

She doesn't know its name, but she can go there. However, she's not very familiar with its use.

- When the phone rings, does Helma answer it?

Yes. She talks to herself until I come.

- What else can Helma do?

She knows everything, and if she doesn't know something, she tries to figure it out on her own and doesn't ask many questions.

- What's Instagram?

She knows how to use it to go in and look at different pages or like things.

-Helma, do you want to play a game on your tablet?

Oh, yes.

- How? (I handed her my phone and told her to go to what?)

From here, here (she shows the icons of the market and internet).

- Can she go to the internet and search for games?

No, she only knows how to go to the Market and play games.

- What games does she like more?

I don't know why, but she likes more boyish games, like car racing games.

- Are you satisfied with the games you play on the tablet?

Yes, I'm more careful that no bad games are installed, but if they are installed, I delete them.



- For example, which game?

Like this game that babies are born with.

- If it's installed, won't you be upset?

No, but I tell them that these are not good.

(Helma, 2 years and 10 months old).

Tanaz, are you really the manager of a group?

Yes (with a laugh).

- That's great!

Do you know how to read?

- Yes, I know English and ABC... I've learned it in kindergarten. I also know Persian, A to P... .

Well done! You're so clever.

- Now, as the manager of your group, what do you put on it?

I make videos... photos... pictures of kindergarten and English poems (Tanaz, 6 years old).

Some children who were interviewed mentioned that they take pictures using their tablet or mobile phone and edit them using different programs, then share them in social media. Creating a dubsmash and posting it on social media is another example of children's productions in social media that may be met with enthusiasm from audiences.

Marzieh 4 years old and Tana 6 years old mentioned in their interviews that they take pictures with their tablet or mobile phone and edit them using relevant software:

- Marzieh, what do you do with your tablet now?

Whenever we go out, I take pictures of pretty things and keep them.

- After keeping them, what do you do with them?

Maybe I'll send them to everyone through Telegram.

- Do you have Telegram on your tablet?

No, my mom has it.

- What do you do with Telegram now?

Whenever our kindergarten teacher works with my mom through Telegram).

... Come and see this picture.

- Who is this?

Saeed's uncle, indeed.

(Taha had made her uncle's picture look like a girl).

- Can you make pictures like this?

Yes, you just have to take pictures of girls, not just boys that you can turn them into girls.

Avin and Taha, 4 and 6 years old, respectively, also mentioned in their interviews that they have created dub smash videos:

- Avin, do you see a lot or a little?

I see a lot, when my mom turns off the TV, I fall asleep... I have a lot of dub smash videos.

- What does dub smash mean?

I have dub smash, that's all.

- Can you teach me what it means?

It's a Hindi song, that's all.

- Did you make the dub smash yourself? Alone?

My aunt was with me. I make dub smash and edit it and put it on Telegram.

- Ah, yes, I'm sharing it, putting it on Telegram.

Yes.

- Do you show your own dub smash videos to me?

Yes (Avin showed me many dub smash videos and while showing them, she repeated their conversations to herself).

- Taha, what is this film-making program?

I use it to make videos with pictures and songs.

- Like what?

Look at this (Taha had made clips of his father, mother, younger brother, and himself).

- What does this clip mean?

Look at it and then look at the dub smash I made.

- Can you do something with that?

Yes. I take a movie of myself and sing along.

In other cases, children have been inspired by what they have seen on social media and have attempted to start something new based on an idea they have found. For example, Alina 6 years old said that after seeing fashion websites, she wants to bring Turkish clothes when she grows up and open a fashion salon.

Similarly, some of the role models presented to children (such as Elsa in Frozen or Merida in Brave), with the presentation of a strong and confident female character, increase the confidence of female users.



## **2-6- Decreased self-esteem and acceptance of a negative self-image**

Children who use digital games, cartoons, and animations are exposed to widespread suggestions from these products, which affect them. These suggestions span various dimensions, from economic and aesthetic to physical and lifestyle.

The role models presented in digital games, cartoons, and animations emphasize the importance of achieving a luxurious and ideal life through their economic suggestions. For example, Barbie dolls suggest that a beautiful life is achievable through material possessions.

In terms of aesthetics, dolls like Barbie, Bratz, Elsa, and others depict an ideal physical beauty for children to strive for. These dolls encourage children to strive for similar beauty standards. Cartoons like *Benten*, *Spiderman*, and *Hulk* present male superheroes with impressive physical abilities, encouraging children to aim for these characteristics.

Finally, the role models presented in games encourage children to adopt a lifestyle based on freedom, luxury, and pleasure. By showcasing this lifestyle in their games, they encourage children to adopt their own lifestyle based on the standards presented by the games.



Consequently, when children fail to achieve the economic, aesthetic, physical, and lifestyle standards promoted in Western games, cartoons, and animations, they may feel a sense of disappointment, followed by feelings of inadequacy and low self-esteem.

The role models presented in digital games, cartoons, and animations often depict an idealized version of life, with characters living in opulent mansions, surrounded by luxurious possessions, and enjoying a fantasy lifestyle. For example, Barbie is often depicted as having a large collection of pets and living in a mansion. These unrealistic portrayals can lead children to feel like they are not good enough or do not have the resources to achieve such a lifestyle.

This can result in a sense of disillusionment and disappointment among children, leading to negative emotions such as anxiety, insecurity, and low self-esteem. Children may begin to compare themselves unfavorably to these idealized role models, feeling that they do not measure up and are not good enough.

In addition, the emphasis on material possessions and wealth in these Western media can create an unrealistic expectation of what is possible or deable, leading children to feel like they need to accumulate more possessions and wealth in order to be happy or successful. This can create a cycle of consumerism and materialism that is difficult to break.



Children who use digital games, cartoons, and animations are exposed to role models such as Barbie, Bratz, and Elsa, who are depicted as having unrealistic and unattainable physical beauty. Due to their limited cognitive abilities and lack of critical thinking, children may believe that they can also achieve similar beauty standards when they grow up.

On the other hand, role models like Banten, Spiderman, and Thor present an idealized image of physical strength and athleticism, which children may believe is achievable if they follow their example. Children may think that they can also develop similar physical abilities as their favorite heroes when they grow up.

Ultimately, children who use digital games, cartoons, and animations are exposed to a lifestyle of freedom, luxury, and pleasure, which is presented as the norm. Children may believe that they can achieve this lifestyle by following the example of their favorite characters, who often have unrealistic physical beauty standards (e.g., white skin, golden hair, blue eyes). They may try to achieve these standards by coloring their hair and using contact lenses.

If children fail to achieve the economic, aesthetic, physical, and lifestyle standards promoted in Western media (gaming, cartoons, and animations), they may feel a sense of disappointment and disillusionment. They may also experience feelings of inadequacy and low self-esteem as they compare themselves unfavorably to the idealized role models presented in these media.



These quotes from preschool children who use digital games, cartoons, and animations reveal that they are already experiencing economic disappointment and feelings of inadequacy. They are comparing themselves to the idealized characters they see in these media and feeling that they cannot achieve the same level of beauty, wealth, or material possessions.

For example, Paniya mentions that she wants her mother to buy her Barbie dolls because she wants to be like Barbie when she grows up. She believes that having more Barbie dolls means being wealthier.

Firouzeh talks about her friend who has all sorts of Elsa merchandise and how she wishes her mother would buy her similar items. She believes that having these items will make her happy and popular.

Ainaz mentions that she likes Elsa because of her beauty and fashion sense, and wants to buy Elsa-themed items for her aunt's wedding. She is unsure if her mother will buy them for her.

Hadi talks about a racing game where cars cost a lot of money, and he wishes he had more money to buy them. He dreams of growing up and buying a high-end car like the Genesis Coupe.

These quotes show that children as young as 6 years old are already internalizing the values of consumerism and materialism presented in these media, and are experiencing feelings of

disappointment and inadequacy when they cannot achieve the same level of wealth and material possessions as their favorite characters.

The images below are examples of the kind of consumerist culture that children are exposed to in their daily lives:







These quotes from children who use digital games, cartoons, and animations reveal their desire to achieve the idealized beauty standards presented in these media. They are drawn to the physical appearance of characters like Barbie, Bratz, and Elsa, and want to emulate their beauty.

Hasti says she wants to be like Elsa because she's beautiful and has long hair. She believes that having long hair and being beautiful is important.

Yasna likes Anna more than Elsa because Anna has long hair and clothes that she likes. She wants to be like Anna because of her physical appearance.

Afsaneh mentions a friend with golden hair like Cinderella and expresses jealousy towards her.

Parya defines beauty as being like her mother, Elsa, and Barbie, with beautiful hair. She believes that if she had yellow hair like Barbie, she would be beautiful too. However, she acknowledges that her current hair is not yellow and therefore is not considered beautiful.



These quotes show that children as young as 6 years old are internalizing the beauty standards presented in these media and are trying to achieve them. They believe that physical appearance is a key factor in determining beauty and are comparing themselves to idealized characters.

The quotes also reveal the influence of consumer culture on children's self-perception and body image. Children are being taught that certain physical characteristics are desirable and that they need to conform to these standards in order to be considered beautiful. This can lead to negative self-perception, body dissatisfaction, and low self-esteem if children are unable to achieve these standards.

These quotes from children who use digital games and cartoons reveal their desire to possess the powers and abilities of their favorite superheroes, such as Batman, Spiderman, and Hulk. They want to be able to fly, shoot webs, or have superhuman strength like their idols.

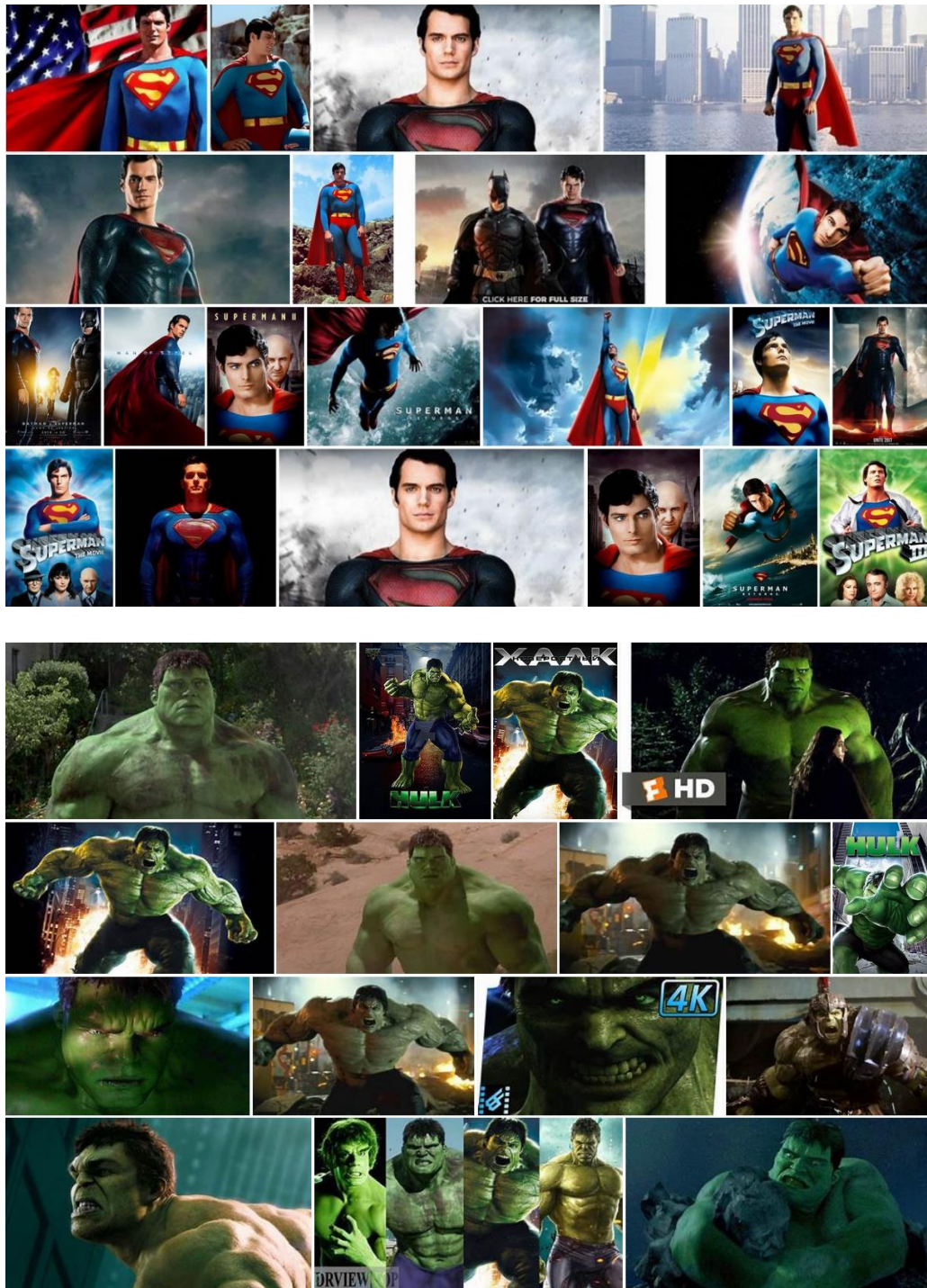
Ramtin says he wants to be Spiderman because he likes being a hero and wants to catch thieves and put them in jail. He believes that Spiderman is faster and more effective than the police in catching thieves.

The quotes show that children are attracted to the idea of having extraordinary abilities and want to emulate the powers of their favorite superheroes. They are fascinated by the idea of having the power to overcome obstacles and defeat villains.

The images below show examples of the kind of powers and abilities that are presented to boys in digital games and cartoons, such as flying, superhuman strength, and web-slinging.

However, it's important to note that these powers are often unrealistic and unattainable for children in the real world. The quotes also highlight the fact that children may not fully understand the complexities of real-world problems and may idealize simplistic solutions provided by superheroes.

This can lead to unrealistic expectations and a lack of understanding about the importance of social skills, teamwork, and critical thinking in addressing real-world problems.



These quotes from children who use digital games and cartoons reveal that they are influenced by the lifestyles and behaviors presented in their favorite shows and games. They may try to emulate the characters' fashion, interests, and habits in their own lives.

The child mentions that he has pictures of Barbie, Tom, and Jerry in his room, and that he has clothes from Elsa and Anna, but not from himself. He mentions that his sister, Frugel, has clothes from Elsa and Anna and that she likes to play with them.

The child also talks about his favorite toy, SpongeBob SquarePants, and his favorite game, Elsa and Anna's game on his mobile phone.

The quotes show that children are influenced by the characters they see in media and may try to incorporate those characters' traits into their own lives. They may also be influenced by their peers and family members who have similar interests.

The last question is an interesting one, as it suggests that the child is aware of the idea of aspirational behavior and wants to know how to achieve it. The child is asking how to become like Cinderella, implying that they want to emulate her lifestyle and behaviors.

This highlights the importance of media literacy and critical thinking in children's lives, as they need to learn how to distinguish between reality and fantasy, and how to make informed choices about what they want to emulate from the media.

These quotes from children who use digital games and cartoons reveal that they are influenced by the fashion and behaviors presented in their favorite shows and games. They may try to emulate the characters' style and mannerisms in their own lives.

Fariman, a 6-year-old boy, says that he wants to wear blue clothes, blue shoes, and accessories like a blue necklace and blue gloves. He is fascinated by the idea of dressing up in blue, just like his favorite characters.

Mehdi, a 6-year-old girl, says that she can't dance because her aunt, who is like Barbie, is always dancing. She feels self-conscious because she doesn't know how to dance and thinks that others might think she's not good enough.

The images below show examples of the kind of fashion and lifestyle that is promoted by cartoon characters, such as Barbie, and is presented to young girls through digital games and cartoons.



Children are often fascinated by the material possessions, beauty, and romanticized relationships portrayed in these characters, and they may make promises to themselves about achieving these things in their own lives.

For example, Mania, a 6-year-old girl, says that she prefers Barbie's life because she has a beautiful house and is beautiful herself. Frisher, another 6-year-old girl, says that she likes Barbie because she wears pretty clothes, has money, and marries a prince.

Children may also imagine themselves as princesses or heroes, just like the characters they see in games and cartoons. They may fantasize about living in a castle, wearing royal clothes, and having servants at their beck and call. However, this idealized world is often at odds with reality, and children may be disappointed when they realize that their dreams are not achievable.

The quotes also reveal that children are drawn to the idea of achieving wealth and physical beauty, as well as romantic relationships. They may feel that these are essential for happiness and fulfillment.

The repeated exposure to these idealized scenarios can lead children to believe that these things are possible for them as well. However, when they encounter the harsh realities of the real world, they may feel disillusioned and disappointed. This can lead to feelings of inadequacy, low self-esteem, and a lack of faith in themselves.

It is essential for parents and caregivers to be aware of these issues and to help children develop a more realistic understanding of what is possible for them. By promoting critical thinking and media literacy skills, children can learn to distinguish between fantasy and reality and develop more balanced expectations about their own lives.

Afsaneh: Do you think Cinderella is a happy story?

Me: Yes.

Afsaneh: Why? Because her mother is gone, and she doesn't have a kind sister like me.

Me: Yes, she doesn't have a sister, but she has many friends and even an Fereshteh loves her, and everyone loves her. Then she marries a prince who loves her.

Me: So, your friends love you too, don't they?

Afsaneh: Yes, I love them too, but one of my friends has golden hair like Cinderella's, and I'm jealous...

Me: You said you want to be like Cinderella one day and live in a castle?

Afsaneh: Yes.

Me: But isn't that not possible now?



Afsaneh: Well, our big house is like a castle now.

Me: You said you'll get married and wear blue clothes and get made up?

Afsaneh: Yes, my stepmother will make me up, and we'll go to the beauty salon together to look beautiful.

Me: What do you think they'll do to make you up?

Afsaneh: No, my stepmother will say.

Me: Do you want to be like Cinderella?

Afsaneh: Yes, but now I'm small, I'll grow up, put on lenses, dye my hair golden like Cinderella's, and then I'll marry a man who will take me to the castle.

Me: In my opinion, you're much prettier than Cinderella.

Afsaneh: No, Cinderella is very beautiful, everyone loves her, unlike me who's not thin, I'm fat, I wear beautiful clothes, dance beautifully...

Me: Why do you think nobody loves you?

Afsaneh: Nobody loves me, only one person loves me, my father loves my stepmother more.

Me: What do you want to do when you grow up?

Afsaneh: I want to go to America, become a police officer in Hawaii.

Me: Can't you be a police officer here?

Afsaneh: No, I want to go there with Kona.

Me: Who is Kona?

Afsaneh: She's a girl there in Hawaii who is a police officer. She's very beautiful...

Me: Why do you love her so much?

Afsaneh: Because she has a golden dog like the one I had when I was little. It's really fun...

Amitida: There's a girl, she's a police officer in Hawaii, and I love her.

Me: Why do you love her so much?

Amitida: Because she was a beautiful girl who had a golden dog like the one I had when I was little. It was really fun...

Me: What kind of beautiful was she?

Amitida: Her eyes were wide, her nose was small, and her lips were small too.

Me: Do you want to be like her?

Amitida: Yes, very much.

Me: What will you do to be like her?

Amitida: I'll put on lenses.

Me: Won't your eyes hurt if you put on lenses?

Amitida: If I'm like her, no way.

Me: Are you really ugly?

Amitida: No, my mom says I'm pretty, but Kona is prettier.

Mahatab 5 years old who has been suffering from vision problems since birth due to her parents' consanguineous marriage and has always used assistive devices such as glasses, lenses, magnifying glasses, and large-print books, expresses in an interview that she does not consider herself as beautiful compared to role models like Elsa:

- What cartoon are you watching now?

Ah, I watch cartoons like Elsa and Anna. They're very beautiful. So romantic. They're so perfect.

What do you mean?

Well, they practice dancing there. Elsa is very beautiful. I want to have golden hair like hers, but my mom doesn't let me. Then everyone loves Elsa. She's not like me either. She's not glasses-wearing... Then she falls in love with him and that's it.

But you're really a pretty girl dear. Everyone has their own beauty.

No, I'm not pretty. If I didn't wear glasses, I wouldn't see anything or take small steps. Elsa would never be loved if she were like me... (laughs). Anyone with golden hair becomes beautiful! Even my mom wore golden hair for my uncle's wedding and became beautiful!

What if you could be like a hero from one of the cartoons? Which cartoon would you choose?

Amitida: I always think I'm Elsa, I always play with my cousins and pretend to be Elsa. My mom and dad call me 'Elsa' and 'Anna'. I even wear a golden wig like Elsa's... I really want to be like her!

So, you're really happy that everyone sees you like Elsa?

Yes, in that moment, yes... but then no, because I remember I wear glasses! My steps are short! My hair is not long and golden!

Mahatab 6 years old also expresses in an interview that she feels a sense of defeat and frustration due to not having the same physical characteristics as Western beauty standards (smooth hair, thin body, tall and slender):

What do you like about Elsa and Anna?

Well, Elsa has long hair and is very beautiful. I also tried to make my hair long, but my mom said when you grow up you can do it, but when we were arguing with my friend Sabah, she kept saying 'when you grow up you should cut it off'... I don't know when I'll grow up, but when I do, I'll make my hair like Elsa's.

Does someone have to have long or golden hair to be beautiful?

Yes, but being tall and golden is even more beautiful. People can be like this in other countries. That's why I told my mom to buy me Elsa's hair for my birthday... you know what, now my mom is making it like that. Everyone goes to the party and wears golden wigs or says 'oh what a beautiful hair'... so I want it too.

What does Elsa's hair look like?

(She takes out a synthetic wig from her closet in the shape of Elsa's hair and puts it on her head)  
This one... for example, my hair is like that!

Do you not like your own hair then?



No, it's very curly and black. When I grow up, I'll make it straight!

When you mean 'straight'?

Meaning making it smooth, without any curls or waves! So it doesn't get frizzy!

In other cases, children who see themselves as distant from the Western beauty standards depicted in cartoons and animations may experience a sense of defeat and frustration. Kiana 6 years old is an example of this:

The researcher's note in the margin of the interview with Kiana 6 years old:

When I asked the children to draw their favorite cartoon character, Kiana drew a cat and a dog. I asked her why she didn't draw Elsa, and she said: We're poor, my mom and dad don't have money. I saw Elsa on Sara's house, and I really liked her, but then I felt jealous because I'm not beautiful, I don't have nice clothes, I'm not skinny, my nails are not pretty, my hands are not white... every day I have to wear the same clothes, and sometimes I have to wear my sister's clothes. Since I saw Elsa, I've been unhappy with myself and my poverty. I want to be beautiful like Elsa until then, I won't draw her.

Kiana has a very negative self-image and constantly compares herself to Elsa. The teacher at the kindergarten also mentioned that Kiana is often jealous of her classmates who have more toys and clothes. As a result, she feels inferior to them. Kiana's negative self-image is due to the lack of cultural sensitivity and the constant exposure to Western beauty standards through cartoons and animations.

In summary, if the parents, educators, and society do not provide a cultural framework for children to use digital games, animations, and cartoons in a responsible way, children may easily feel a sense of low self-esteem and loss of confidence in themselves due to the economic, aesthetic, physical ability, and lifestyle gaps between themselves and their favorite cartoon characters.

## **2-7- Extra feeling of embarrassment**

If a child's family life is normal and they are physically cared for by their parents with love and affection, their growth will be balanced and they will look at the world with an open and optimistic gaze.

However, there are some intervening factors that can undermine a child's optimistic view of the future. One of the most important factors is the child's consumption of unsuitable role models. Children first feel a need for a role model during their developmental process, and secondly, they are attracted to the widespread and extensive features of new communication technologies. As a result, they become familiar with using devices such as tablets, PlayStations, computers, satellite TVs, and mobile phones. Due to the lack of attention and weakness of internal cultural institutions, 95% of the content that Iranian children consume is content from abroad.

The contents of digital games, cartoons, and animations that Iranian children consume are produced by both cultural institutions and global capitalist advertising agencies, and they have significant differences in terms of value. However, due to the financial weakness of cultural institutions and the extensive resources of global capitalist advertising agencies, most of the content that Iranian children consume is produced by external sources. As a result, the children are exposed to products that have been designed to promote individualism and consumerism.

Golden and Jacoby (2017) conducted a study on Disney cartoons and found that young girls who consume Disney products have a desire to be like the princesses in the cartoons. This is a manifestation of Disney's success in promoting its own ideas.

Field research indicates that children who use digital games, cartoons, and animations are influenced by role models such as Barbie, Bratz, Elsa, Anna, Merida, Snow White, Cinderella, Ben Ten, Spider-Man, Superman, SpongeBob, Thor, and others. These children are affected by the individual, cultural, social, economic, religious, and political values present in these role models. After being exposed to relatively different standards presented in digital games, cartoons, and animations from abroad (which are actually standards promoted by the global capitalist system), children not only see a significant gap between themselves and their favorite role models in terms of physical attractiveness (for girls) and physical strength (for boys), but also between cultural, social, economic, religious, and political standards presented in American cartoons. They often resolve these conflicts by sacrificing their own values for those of their role models.

This means that unlike before, when children's feelings of shame were limited to one or two specific areas, this feeling of shame is now accompanied by feelings of shame in multiple areas such as physical attractiveness, well-being, and so on. Children who consume these products often experience feelings of shame and disappointment early in life as a result of comparing themselves to others.

After providing a brief summary of some of the evidence collected in various dimensions, it will be noted that these standards and criteria ultimately lead to the development of multi-dimensional shame and shame in children who consume Western cartoons and animations. These standards are often idealized and located at the peak of physical attractiveness (for girls) or physical strength (for boys), which naturally leads to children being drawn to them. However, when children compare themselves to these idealized role models, they feel a significant gap between themselves and the role models, leading to feelings of inadequacy and shame.

Some of the personal standards mentioned below are part of interviews with 5-year-olds Sara and Anise, and 5/6-year-olds Hasan and Rohan. In these interviews, the children openly admit that their own attractiveness is lower than that of the presented role models, acknowledging that the gap between their own attractiveness and their favorite role models is unbridgeable:

- Do you think Cinderella is beautiful?

Yes. Her clothes are very beautiful, and her hair is golden.

- Are you more beautiful than Cinderella?

Cinderella!

- Can you be as beautiful as Cinderella?

No, no one can be like Cinderella.

- Are you beautiful?

A little bit.

- Why a little bit?

Because my friend Dorsa is much more beautiful, but not like Cinderella at all.

- What does it mean to be like Cinderella but not have her kindness?

Because my dress got dirty, my friend teased me.

- Why are you friends with him?

- Because he's beautiful.

- Are you only friends with him because he's beautiful?

- Yes.

- What did someone else tell you? You shouldn't be friends with people who aren't kind?

- Yes, those who are beautiful always have many friends.

I once bought some Barbie dolls. I have her doll at home... my mother bought it for my birthday. There's a box, and inside it's Barbie with many clothes and makeup and purse and shoes...

- What kind of clothes does Barbie wear?

- She wears very beautiful clothes, and always has the most beautiful dress, she wears a skirt, a necklace, earrings, and sets of shoes...

- Do you dress like Barbie?

- No, I'm not like Barbie.

- Why not?

- Barbie is thin.

- Are you thin?

- No, my friends tell me I'm chubby, I'm not thin.

- What did you learn from Barbie?

- I learned that people put on makeup to look prettier, they have a lot of clothes, they have a lot of things...

- If you were like Barbie, what would you do?

- Ooh, if I were like her, I would love to wear all the clothes and go out with them and show them to my friends.

Do you have a Barbie doll, Hasan Khan?

Yes.

- What is Barbie like?

- Ah, she's beautiful, her eyes are blue. She's thin, she has more hair accessories, she has a car, makeup tools, and a boyfriend.

Do you have a Barbie doll?

She has many beautiful clothes, a makeup box, nail polish, and lipstick.

What do you think of Elsa's nose?

She's a beautiful girl, very thin, with long hair, and her nose is pretty.

What does 'pretty' mean?

It means she's had surgery.

What does 'surgery' mean?

It means she's made it smaller.

Why do people have surgery on their noses?

So that they don't look ugly anymore, they have to make themselves pretty.

Do you think everyone who's not pretty has to have surgery?

Yes, I think so.

Would you like to have surgery on your nose too?

Yes, when I grow up, I definitely will.

Why? Because your nose is already good-looking?

No, my nose is still growing.

Do you think your friends who are having surgery are also having other procedures?

I don't know, but I think Mary can't afford it.

Why not? Doesn't it cost a lot of money to have surgery?

Yes.

Does Elsa have other procedures too?

Yes, I think she's had eye surgery because her eyes are very blue.

What kind of shape are her eyes?

They're blue.

Can you have eye surgery too?

Yes. Because I've never seen anyone with blue eyes naturally.

Are those who don't have blue eyes ugly?

No, they're not ugly, but blue is better.

When you grow up, will you have eye surgery too?

No...

Why not? If I want to have nose surgery, I won't have enough money for eye surgery.

Do you want to be like Elsa?

Yes. I'll have surgery and become like her.

Here are some cultural standards that children may encounter through digital games, cartoons, and animations:

- \* Relationships between people of the same sex
- \* Appreciation for sensual pleasures
- \* Appreciation for materialism and consumerism

As children accept these standards, they may gradually become aware of the relative distance between the behaviors promoted in cartoons and animations and the cultural standards of their own society. This realization can be uncomfortable for them.

However, most children, due to their strong emotional attachment to their favorite role models, will resolve the conflict by favoring the cultural standards of their Western role models. For example, Hedi (6 years old), Hosseini (5/6 years old), and Rahimi (5/6 years old) make the following statements:

- Do you play too?

Yes.

- Are you playing alone?

No, I'm with Ehsan, his house is close to ours, we go to each other's houses.

- What kind of games do you play together?

My aunt says I'm Princess and you're Prince, but Ehsan doesn't agree, he says he doesn't like girls' games.

- Why do you want to be Prince?

It's like in that Cinderella cartoon, Cinderella's shoe fell off, then Prince found her and took her away.

- Do you want to be like Cinderella?

Yes, with a Prince.

- Ah, so if you were Prince, what would you do for me?

I would give you my shoe, we would dance together again, and things like that.

- Ah, so if Ehsan agreed to play with us, would you want to dance with him?

Yes, finally! And at the end, he would kiss my hand.

- Are your clothes prettier than Barbie's?

Barbie's are prettier.

- Why are Barbie's prettier?

Barbie shines brightly, I wish I had some too!

- Did your mother say she could buy it for you?

Yes, but when we went shopping last time, I didn't find any like it.

- So you said you wanted to be like Enika?

It seems that the children are influenced by Western cultural standards and values, specifically the idea of material wealth and luxury. Enika is portrayed as a rich and successful individual who enjoys skiing and dancing.

The children seem to be fascinated by Enika's wealth and lifestyle, and they want to be like her. They see her as a role model and aspire to have the same kind of wealth and possessions.

The conversation continues:

- and Enika's job in the cartoon was what?

She skied, danced.

- Do you want to do those things too?

Yes!

- Enika was rich, wasn't she?

Yeah, very rich!

- Do you want to be rich like her too?

Yeah! I want to have so much money that I can build a castle and have a gold box like Enika's, and buy many clothes.

- What do you want to be when you grow up, Raha?

I said I want to be a dancer like Enika. I'm taking dance classes now.



- Why do you want to be a dancer?

Ah, later I'll dance at weddings with my husband.

Social standards



Some of the social standards that children in Iran are exposed to through cartoons and animations are implicitly related to some Western social norms. These standards include deep relationships with the opposite sex, diverse adventurous experiences (especially for females), violence, acceptance of feminist models, and a positive view of generational gaps.

The statements of 6-year-old Zahra and 5-6 year old Kamyar suggest that they accept friendships with the opposite sex and the adventures of young girls.

The statements of Golsa and Fatemeh, both 6 years old, indicate that they have a positive view of feminist models they have been introduced to through cartoons. Finally, the statements of Parmis, 6 years old, and Farzam, 5-6 years old, show their acceptance of the gap between generations (and consequently looking down on older generations).

- Hey Zahra, don't you want to be able to destroy your enemies? Like Batgirl is alongside Batman and fighting alongside him?

No, I don't want to be like that, I want to be like his other girlfriend.

- what is a girlfriend?

I also like her, she's a good girl, but she's not like Batgirl, but her friends are.

- What do you mean by friend? What do they do together?

They just go out and play, and Batgirl is worried about her.

- Do you want to be friends with someone like that?

Yes, I do.

Hey Kamyar... why do you like Barbie?

Because... there's excitement in her cartoons... there are adventures... .

- Do you like Barbie's adventures?

Very much.

- Why?

It's good, it's fun, it makes people laugh and have a good time.

- Then what?

People see new things. New places... it's fun.

- Do you want to have Barbie-like adventures too?

I do.

- Can you really have all those adventures?

No.

- Why not?

Well, I go to swimming class... art class... I don't live like that.

- Does Barbie draw or swim too?

Yes.

- Do you like that Barbie draws and swims like you?

Hmm... well, to be honest, I like some of the things she does, so I like her.

- Except for drawing and swimming, which other things does she do?

Hmm... I think just those two... .

- Why don't you do the other things she does?

Well... well because... .

- For example, what kind of things can't you do?

Well... I can't go to town square... can't become an astronaut... uh... from those things.

Barbie does all those things that you said are adventurous, like space travel and all that?

Yeah, then she sees new cities, goes on trips, goes to the North Pole, goes to the forest, travels by boat, and takes a train... drives a car...

- Then what?

Well, maybe she can be a police officer or a doctor...

- So Barbie can do anything she wants to do, right?

Yeah, in every series she does something different.

Kamyar, did you ever talk to your mom or dad or your grandmother about how Barbie does all these things and how exciting they are?

Yeah...

- What did they say to you?

My mom said that these things are just for entertainment... people shouldn't believe they're real.

- Then what?

She always says that a real girl's life isn't like that... that's just for cartoons.

- Do you think your mom is right?

Yes.

- But even with all that, when you imagine her in your dreams, you still like her, right?

(laughs) Yes!

- Kamyar, do your friends like Barbie too? Do they all like her?

Yes, all of them.

Do you guys talk about these things together?

(laughs) Yes.

- What do you guys say to each other?

For example, a few days ago when Barbie's 60th birthday was celebrated, the kids were all talking about it.

- What were they saying?

- Things like which cartoon is better... which outfit is better... which hair color is prettier.

- Do you prefer which outfit and hair color more?

-I... (thinks for a moment) I think many of them are pretty... but I like the one with the playset best.

Why?

Because it's fun, it's exciting.

- What did Barbie do when she was a police officer?

(laughs) She didn't do anything... others did.

- So Barbie isn't very clever?

No, she's pretty and nice.

- Do you think it's better to be a smart and clever girl or a pretty and nice one like Barbie?

Hmm... well... I think both are good.

- Do you prefer to be one or the other? A smart and clever girl who does well in school and knows many things, or a girl who is only pretty and nice like Barbie?

Oh... a smart and clever girl who is also pretty and nice (laughs loudly).

- Kamyar, what does Barbie usually do in her life?

Adventure....

- Does she always pursue something?

- No, some of them are romantic... I don't like... my mom also said don't watch it... but some of them are exciting... like Barbie and her dolphin friend... Starlight adventure... Rapunzel and Magic Paintbrush, these are very exciting.

- In those cartoons, what does Barbie do?

For example, in Rapunzel and Magic Paintbrush, Barbie gets trapped in a witch's house and has to escape from there.

- Does she escape?

Yes... with a rabbit.

- How does Barbie solve the problems that come her way?

(laughs) I never thought about it.

- So she solves her own problems.

(laughs) No, lady... she mostly relies on luck... sometimes someone who likes Barbie comes and helps her out.

- Do you want your problems to be solved in that way too?

No, I do it myself... .

- In your opinion, why can't Barbie solve her own problems?

Hmm... I think because she's not very clever, lady.

- What do your friends think about this?

No, they don't like Barbie because she's too rich and doesn't do anything, she just buys everything and has fun... and then they don't like Barbie and Rapunzel... but they like Barbie and her fairy tale house...

- Do you guys talk about these things?

A lot, a lot...

- What do they say?

They say... hmm... I want a diamond ring... I want to go to the beach to get a tan... I want to... for example, I want a gold car.

These statements by Glasses and Fati, who are 6 years old, suggest that these users have a positive view of feminist role models that they have encountered through cartoons:

- Glasses, do you think Wonder Woman is stronger than Elsa?

Wonder Woman has a bigger physique, she wears armor, but Elsa is strong too, maybe they're equal.

- If they fought each other, who would win?

If Elsa could turn Wonder Woman into ice so she couldn't do anything, then it's clear that Elsa would win her, but you don't know what kind of monster Wonder Woman is, she wears armor, she's black and big, God willing she wouldn't get defeated before turning Elsa into ice.

- Fati, what cartoon characters do you like to watch and see?

Mulan and Merida.

- Why do you like Mulan?

Because Mulan is a brave girl.

- Why do they call her brave?

Mulan went to fight with her father's enemies who were attacking their country, she fought.

- If you were in Mulan's place, would you do the same thing?

Yes, I really love defending my country.

- If one day our country goes to war, will you fight with the enemies?

Yes.

- Can your ancestors help you?

Maybe like Mulan sent some magic animals to help me.

- Do you think your ancestors can do that?

I don't know, maybe they can.

- If they couldn't, what would you do?

I make myself strong so I can be like Mulan, then I'll fight with them.

- Do your friends like Mulan too?

Only one of them does, the others don't like her, they make fun of me.

- Why?

They say Mulan has a bad attitude.

- Why? What does Mulan do?

Mulan doesn't wear tight and revealing clothes like other girls, and she doesn't do makeup, that's why my friends don't like her, but I really like her.

- So what cartoon characters do your friends like?

They like Barbie, Cinderella, Sleeping Beauty, Anna and Elsa.

- You don't like these cartoons?

No, I saw one once and didn't like it.

- Why not?

Because Barbie is too skinny and weak, she can't defend herself like Mulan. Cinderella is the same. Only Elsa is a little bit strong, but her clothes are revealing, I don't like her.

- Is it just because Mulan's clothes are covered that you dislike revealing clothes?

Yes, and besides, we live in Iran, we have to be modest.

- Why do only Iranians have to be modest?

Because we are Muslims, we have to follow what God has said.

Statements by Parham, 6 years old, and Farsam, 5/6 years old, also reflect the acceptance of the existing generation gap (and naturally the lack of understanding between generations):

- Parham, do you think Elsa and Anna might do something wrong?

No, they never do anything wrong.

- Do you think their clothes are good?

Yes, they're pretty and nice.

- What makes Elsa's clothes so pretty that they're nice?

Her high collar is quite high.

- Do you want to dress up like Elsa too?

Yes, I like her clothes.

- Who buys things for you?

My mom.

- Does your mom buy things for you?

No, I told her to buy me something, because when I saw Elsa, I really liked her clothes.

- What would you do if your mom didn't buy it for you?

I would get upset and make them buy it for me.

- Getting upset is not a good thing, is it?

No, but sometimes it's necessary.

- The clothes Elsa wears are visible, and your hands and neck are also visible, no one says anything to you?

Because when I wore those clothes, my dad and mom looked at me with a serious face.

- What did you do after that?

Nothing, I didn't say anything.

- Why?

Because they're old-fashioned, they think I always have to be modest, but I don't like it.



- Ferasam, who is that girl who Spider-Man goes back and forth to save, in your opinion?

My mom says she's his fiancée... but I know she's his girlfriend.

- How do you know this?

Everyone knows.

- Do your friends know too?

Yes!

- How did you figure it out?

(With a pause) You can figure it out... .

- Was someone telling you or did you figure it out yourself?

Uh... both... we were told, and we figured it out ourselves.

- Can you explain it a little more?

Uh... for example, my aunt also has a boyfriend... everyone goes out.

- What made you understand that that girl is Spider-Man's girlfriend, not his fiancée.

Because they don't live together in one house.

- And what else?

They're really sweet together.

- Aren't married couples good?

No.

- So, those who are sweet together are boyfriends and girlfriends?

Yes.

- What do they do that makes them seem sweet together?

They laugh together... they go to restaurants... they go to the cinema... they give gifts to each other...  
they laugh together... they ring each other's phones... they help each other... .

- So, boyfriends and girlfriends are like that?

Yes.

- How do you know when two people are a boyfriend and girlfriend?

They don't get married!

- Your aunt, who has a boyfriend, tells your mom and dad about it?

She doesn't!

- What do they do?

They fight!

- Why do you think they fight?

Because they're old!

- Is their behavior right or wrong?

Wrong!

- Why?

Well, it's not good anymore... everyone does it.

- So, your mom and dad say this, but they're old-fashioned?

Yes.

Some economic indicators are presented in cartoons and animations created abroad. This issue is so prevalent in cartoons and animations that children naturally think that having the latest products is normal and natural, and that living in a palace with servants and things like that is a common and natural thing, and they can easily become accustomed to similar opportunities in the future.

Paria, a 6-year-old child from a low-income family, says in an interview that she wants to buy Elsa's clothes with her Eid money. Ava, 5/6 years old, and Roma, 6 years old, also mention their interest in living in a palace after watching cartoons and animations abroad. Roma, 6 years old, proudly says that she wants to live in a palace and that her parents should provide her with the necessary things.

- How many dresses does Elsa have?

Lots! She has a fancy dress for special occasions, a dress for outside, a coat, a hat, and a cream-colored scarf. And her hair is also cream-colored.

- How does Elsa put on her clothes?

She wears beautiful shoes with beautiful clothes. Can I tell Anna's story too?

- Yes, tell it!

Anna has brown shoes and short hair, and she's all dressed up like Elsa too.

- Do you have clothes like theirs?

No, I want to wear Elsa's clothes.

- Do you want them to buy it for you?

Yes, I asked them to buy it for me on my birthday because my mom's money is almost gone, and I've saved my Eid money, so I want to give it to my mom to buy it for me.

- Do you like wearing clothes like Elsa and Anna's?

Yes, I have her clothes. Her clothes are foreign-made and water-made. Anna wears winter clothes at home. She has scarves and things like that.

- Does she wear hijab and put a scarf on her head so no one can see her hair?

No no no. She just comes out of the bathroom and puts her hair up.

- So Anna doesn't wear hijab, is it good or bad?

It's good she doesn't wear hijab; I like it.

- Did you want to be like Elsa and Anna?

Yes, I wanted to be like them; I wanted to have a palace made of ice, wear nice clothes, and have rich parents.

- Roma, do they show cartoons for you at school?

Yes, they showed us a cartoon today.

- What was the cartoon about?

Lucky Luke.

- Did you like it?

No, not very.

- Why not?

Because there was no princess.

- so only cartoons with a princess are good?

Yes.

- What does princess mean?

It means a woman who lives in a palace.

- Does a woman who lives in a palace behave like that?

She's happy, rich, and well-dressed.

- So, doesn't everyone outside the palace have these characteristics?

Not all of them, but for example, they can be well-dressed.

- Do you want to live in a palace yourself?

Yes, I really want to.

- Roma, do you think Elsa wears makeup too?

Yes, she wears red lipstick. Anna also wears pink lipstick.

- Do you wear makeup?

Not now, but my mom puts on makeup for me on special occasions.

- Do you want to grow up and be like your mom or like Elsa?

Like Elsa.

- How do you want to be like Elsa when you grow up?

I want to grow up and become a queen, wear many beautiful clothes.

- Don't you want to get married and become a bride?

No, I want to be a queen. I want to have a big icy palace.

- What will you do after you become queen?

I'll get everything I want from people.

- For example, which of Elsa's things do you want them to bring for you?

Jewelry, clothes, high heels.

- Maybe they won't be able to bring all these things for you. What then?

No, they have to bring them.

Here are some of the ideological standards that children are exposed to through their consumption of digital games, cartoons, and animations:

- \* Negation of hijab: Children are exposed to the idea that hijab is not necessary, and that it is not a part of a woman's identity.

- \* Acceptance of physical relationships between people of the same sex: Children are shown relationships between men and women in a romantic or intimate manner, which can lead to the acceptance of same-sex relationships.

- \* Disinterest in worship: Children are not shown any religious practices or worship, and instead are presented with alternative beliefs such as magic and superstition.

- \* Exposure to magic and superstition: Children are exposed to magical and superstitious elements in cartoons and animations, which can shape their beliefs about the world.

The statements made by Poriya and Roma, 6 years old, provide evidence of their rejection of hijab and physical relationships between people of the same sex. The statements made by Fatemeh, 6 years old, suggest that she has been exposed to the idea of magic and wizardry through Western cartoons.



- Poriya, your mother or teacher wears a headscarf, but Barbie doesn't. Do you want to be like your mother or teacher or like Barbie?

I don't want to wear a headscarf; I want to grow up and become a doctor and have my hair like Barbie's.

- You said you like Scooby-Doo too?

Yes.

- Who are they in that cartoon?

Scooby-Doo, Shaggy, Fred, Daphne, Velma.

- Who is Scooby-Doo?

He is Shaggy's dog. Shaggy is his friend.

- Are they all boys or girls?

Yes, Shaggy and Fred are boys...

- What do they do when they succeed?

They kiss each other.

- Do they get married?

No, friends.

- Is it okay if the girl and boy are just friends?

No, not anymore.

Mahsa and Roma, 6 years old, have come to the conclusion through their consumption of Western cartoons that worship is not necessary in their favorite models.

- Do you think Batman says his prayers?

No, he doesn't.

- Why doesn't he?

I don't know.

- Do you think saying prayers is good or bad?

My dad says it's good.

- If your dad tells you to say your prayers, will you say them?

Yes, because it's good.

- But if Batman tells you not to say your prayers, won't you?

I won't.

- Why not?

Because Batman is a good person, we don't do bad things.



- Do you know what Elsa and Anna do for living?

They help people, those who are in the mountains, they give them a blanket so they can warm up.

- Do Elsa and Anna say their prayers or make a wish to God?

They make a wish to God, they talk to God, but they don't say their prayers.

- Why don't they say their prayers?

Because Elsa is a queen.

- Don't queens have to say their prayers?

No.

Fatemeh, 6 years old, mentions in her interview that she has become familiar with the concept of magic and wizardry through Western cartoons:

- What does the talking horse do?

It does magic, it makes cakes.

- Does magic exist?

Yes, yes, I grew up and I want to do magic too.

- What kind of magic do you want to do?

For example, I want to change my clothes. Make a wish.

- Does your mom do magic?

No.

- Why doesn't she do magic?

She does, but she always says that it hurts her back.

- So if someone knows magic, their back will be okay?

Yes, if they do magic, everything will be clean.

Some ideological values that are promoted through digital games, cartoons, and animations produced by capitalist propaganda machines include:

- \* Portraying the weakness and instability of third-world countries and promoting the superiority of America.

- \* Representing Iran as a backward and unstable country, while depicting America as a powerful and dominant force.



\* Using colorful cartoons and animations to show advanced machines, tall buildings, and attractive female models to draw attention and seduce the audience.

\* Presenting male models that are energetic and powerful to promote a sense of masculinity.

The goal is to create an idealized image of America and its values, while portraying other countries as inferior and unstable.



Behram says:

Did you know that Batman is from America? Yes, because he speaks English in his cartoons. I like English more because it's better.

What do you think about America? It's a good country because it gives good cartoons to children. Is America strong or weak? No, it's very strong. Because Batman is American and his cartoons are cool.

Do you like Iran or America? America. When I grow up, will I live in America? Yes, I will.

Amir Mohammad says:

Do you think robot cartoons belong to which country? They belong to any country except Iran. Why do you think that? Because Iran is weak and those countries are stronger.

Asan says:

Mother and father like which one? My father likes Iran and says it's good.



Amir Mohammad: Do you think robot cartoons belong to which country? They belong to any country except Iran. Why do you think that? Because Iran is weak and those countries are stronger.

Asan: Do you like cartoons that you see from foreign countries or Iranian ones? It doesn't make a difference. So you just like ones that are pretty?

No. Why not? (laughs) Because they're not pretty and good.

Why don't you think Iranian cartoons are pretty and good

I don't know.

Have you ever thought about this?

Yeah... once.

When

When I was playing with my friends.

Did you talk to anyone about this issue with your friends?

My friend Pendar and I watched it together... then I told Pendar... Pendar said, because we're poor.



Considering what was mentioned earlier, children who play digital games, watch cartoons, and animated series from abroad, after encountering relatively different standards presented in recent products (which are actually the standards of the capitalist world), not only see a vast distance between themselves and their favorite role models (physical attractiveness for girls and physical strength for boys) but also consider the cultural, social, economic, ideological, and political standards presented in American cartoons as distant from similar standards in their own society. As they often solve the problems and conflicts that arise in favor of their favorite role models, they become easily overwhelmed by feelings of inferiority and national shame.

## **2-8- Satisfaction of Children's Curiosity**

Curiosity is a characteristic that is based on an individual's need for different feelings, new and complex experiences, and their desire to accept physical and social risks related to these experiences. According to recent studies, curiosity is a characteristic that is based on the ability to stimulate excitement.

The existence of individuals who seek responses to their curiosity forces different societies to make necessary arrangements to meet the citizens' needs.

In Western countries, there are various spaces such as paintball, paragliding, fruit throwing (to each other), off-road racing in the desert, and even on frozen lakes, horse riding, rock climbing, motorcycling and cycling on mountains, artistic competitions in special conditions (such as painting in challenging conditions), etc. However, in Iran, this issue has been looked at with a negative gaze and the available competition and entertainment options in society are limited.

Therefore, it seems that at the macro level of the country, there is a lack of attention to providing natural spaces for curiosity and responding to the natural needs of some individuals and especially those who are curious. Therefore, in current circumstances, it is expected that curious individuals will turn to deviant paths such as addiction to drugs, alcohol, ecstasy, internet addiction, satellite TV and romantic relationships.



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One of the important issues that should be taken into account in the matter of satisfying curiosity is the difference between curiosity in two genders. Men exhibit more curiosity than women. This is due to the different hormonal background that they have, which requires the burning of

testosterone in their blood, and physical activity, sports, and competitiveness are ways to burn off testosterone in men's blood. Additionally, men's psychology is based on assertiveness, dominance, and competitiveness, unlike women's psychology which is based on bonding, communication, and emotions.

This and similar cases lead men to show a greater inclination towards activities that are considered exciting.

When I ask boys in kindergarten about their favorite cartoon characters, I sometimes see them talking about these characters with such excitement as if they are watching a cartoon themselves. Furthermore, when they talk about these characters, they also show me violent behavior such as biting nails. However, I did not see this feeling of self-annihilation in my interviews with girls.

Four-year-old Ehsan, five-year-old Karen, and six-year-old Hordad emphasized this point in their interviews: What game do you want to play now? How about building something?

Ehsan: What game do you want to play now?

Ehsan: What's your problem?

Bring it. Come on, bring it.

Okay, but what's wrong with you, tell me now.

I'll get it for you. Don't be angry.

Ehsan: Okay, now tell me about the evil game.

The evil game is very fun now. It's like a city where all the people die, and zombies come to eat them. They torture them. Then you have to run away and look for your kids. Then you find your daughter. She's being chased by an electric saw or maybe forced to eat human intestines. Then they cut off your hands and make a lasso with them

Karen: Ugh, I'm feeling bad, Karen. These things are crazy! Where did you get this from? Are you not afraid of them?

First, it's fun, you don't know what's going to happen, and then suddenly zombies will come at you or you'll have to hide behind cars, and then you'll see everything. You'll be so stressed out. And then I'm an old man. Girls don't play these kinds of games, only me.

Hordad: Do you have toys that look like cartoon characters?

Yes, I have a real one.

Wow! How do you play with them? Do you also crash into them?

Yeah, dad, I'm like you in the cartoon, I crash into them, and I rev up the motor.



Ehsan: What cartoon do you watch, Sara?

I watch Barbie and the spy group.

Okay, tell me more about Barbie and the spy group. Why haven't I seen it?

Yes, cousin, look, there are three Barbies, they exercise, and then a lady (the leader) tells them to fight with the bad guy because there's a diamond that belongs to them, but the bad guy has taken it, but these three Barbies help the good guys and this lady.

Kimiya: Okay, Kimiya... Tell me why you like Barbie.

-Because... like... in cartoons... there's excitement... like... adventure...

Do you like Barbie's adventures?

Very much.

-Why?

It's good... fun... makes people laugh... has a good time.

-And what else?

The people see new things. New places... has a good time.

-Do you also want to have Barbie's adventures?



Yes, I do.

-Do you think you can have all these adventures?

No.

-Why not?

It's not possible... I go to swimming class... painting class... I don't live like that.

-Does Barbie paint or swim?

Yes.

Ehsan: Are you happy that Barbie also paints and swims like you?

Umm... well, actually I like some of her actions, so I'm happy.

Besides painting and swimming, which other actions do you like?

Umm... I think just these two...

-Why don't you do the other actions?

Well... well because it's not possible anymore...

For example, what actions can't you do?

Well... I can't play with building blocks... can't be an astronaut... I mean... those things.

Barbie does things that make me think of adventure, like being an astronaut and doing those things?

Yes... then she sees new cities. She goes on a trip... goes to the North Pole... goes to the jungle... takes a boat trip. Takes a train ride... rides a motorcycle..

-And what else?

Well... for example, she can be a police officer or a doctor...

-So does Barbie do all these actions because she wants to?

Yes... in each series, she does something different.

Kimiya: Why can Barbie do all these actions, but not you?

Well... umm... she's in a cartoon. She's a doll...

-So you mean it's just imaginary? Not realistic?

Yes.

-So why do you like her actions if it's not realistic?

Well because I see that it makes me happy...

Some pre-school boys who were interviewed explicitly rejected these cartoon characters due to their gentle nature, and some of them even said that when they saw these cartoons, they would turn off the device. Bahman, Ali, and Mohammadreza, 6-year-olds, mentioned in their interviews

This Minion character that is depicted on the poster, have you seen it?

Yeah... it's really childish... I don't even see it

-Are Minions childish?

Yes.

-Don't you watch cartoons?

No.

-What's wrong with cartoons?



It's scary, I saw it, it's not worth watching.

-Ali, have you seen the cartoon Anna and Elsa?

I had it on my phone once, but I deleted it.

-Did you never see it?

No, it was ugly

-What was ugly about it

Well, they're girls, my aunt has a daughter. Every series has girls, I turn it off.

-Why?

I don't like them.

-What's the difference

I'm not a girl, I don't want to watch them.

-What about boys?

Football and stuff like that.

-Do you watch big movie films?

I see war movies

-Aren't you scared?

No.



-Don't you have bad dreams?

No, I'm not scared anymore, men don't get scared.

-Who said that?

My dad said that girls are scared these days.

-What do girls get scared of?

Zombie.

-Did you see a zombie?

Yes.

-Aren't you scared?

No.

-What's the problem with zombies?

It's because they're bloody, and their appearance is like this (makes a twisted and ugly face).

In an investigation into the deable factors of excitement for pre-school children, they mentioned factors such as variety, movement, speed, competition, and challenge, power, fear, excitement, and horror, facing unusual and strange subjects, satisfying curiosity, pleasure, humor, and the prevention of boredom.

A 5-year-old child mentioned that due to the variety of tablet games, they find them more exciting than traditional games:

-Do you mean you like playing more with the tablet?

Yes.

But what about playing with toys or playing with kids?

I don't like it.

-Why don't you like it?

Because it's boring.

-Are toys and playing with kids boring? After playing with the tablet, it's exciting?

Yes. Playing with the tablet is great. It's also fun to follow.

Ryan, a 4-year-old child who was constantly moving during the interview, explained his behavior in this way:

Ryan, why don't you sit still for a minute?

I don't like sitting down; I want to play all the time

-What do you like to play with?

I like my toys to go up and down and I can fly with them and go everywhere; it's so exciting! And it should be colorful; that way it can go up and down and fly (Ryan gestured upwards while speaking).

Hadis, a 6-year-old child who expressed an opinion during her interview, mentioned that due to the excitement in cartoons, she prefers them over doll games:

-What do you think? Do books or TV give you more pleasure or a phone?

The phone games.

-Why is it like this?

Because the phone games are exciting, but dolls aren't.

Ayin, 6 years old, mentions that the speed in cartoons and animations is the reason for his excitement:

-What games do you play, Ayin?

Car racing games, motorcycle games.

-Just those?

And I also like doctor games.

-Which one do you like more

Car racing games.

-Why?

It's fast-paced, and I can drive quickly (Ayin, 6 years old).

Another important factor that is considered a characteristic of exciting works among young children is the competitive element hidden in physical or digital games. Mahsan, 5 years old, and Mohammad taha, 6 years old, mention their enthusiasm for fighting, but Mohammad taha responds to the question Who is the enemy? by deferring to his own growth. Poyan, 5 years old, also describes the superiority of satellite cartoons by mentioning that they are warlike.

Finally, Mobin, 6 years old, expresses that scenes of accidents and fires excite him and that he enjoys playing these games:

-Mahsan, do you like animated cartoons?

Yes.

-Why?

Because they're warlike.

-Why do you like warlike things?

I don't know what my dad says that they're good cartoons.



- Ah, do you also see the Ninja Turtles?

Ninja Turtles are warlike.

-Do you see them?

Yes.

-What do you learn from them?

Nothing.

-So why do you watch them?

Because they're very warlike.

-Do you like warlike things?

Yes.

-If you were like the Ninja Turtles, what would you do?

I would fight.

-Who would I fight with?

With the enemies.

-Who are the enemies?

I don't remember.

-So who do you want to fight with when you grow up?

When I grow up, I'll remember.

- Which game do you like more?

Gun game.

-What is your level currently?

Level 20.

-Why do you like it more?

It's a war game, it's exciting.

-Why do you think war games are exciting?

Because they're exciting, that's all.

-Is war good from your perspective?

War isn't good, but the game is fun and entertaining.

-Why is war good in the game?

Because it's thrilling.

The accident game, the fire game, for example, I build a tower and set it on fire, and then I extinguish it and help people.

Mohammadreza, 6 years old, mentions in his statements that he subtly highlights the difference between boys' and girls' games, rejecting girls' games as boring and lacking excitement and adventure. Ibrahim, 5 years old, also emphasizes the danger of Spider-Man, saying that his power has made him fascinated:

-What kind of gift do you want to get?

Toy cars, PlayStation, big machines... I don't know.

-What about dolls?

Dolls are for girls.

No, doll is for boys!

Ahah, yes.

-What kind of doll is good?

Um-m (laughs) with its accessories.

-And then what?

And then Spider-Man.

-Why these ones

Because I love them.

But why do you love them? For example, if they gave you a red hat or a pink dress doll instead of these ones, would you like it?

I love them, but they're better.

-Why are they better?

Well, because they're better. Now all my friends have them.

-Just because your friends have them, do you also want to have one like them?

It's true. And they're also strong.

-Have you seen Spider-Man?

I don't have a clue... I want to go to gymnastics class (jymnastics), buy a Spider-Man costume... I like its shape but I'm afraid of it.

-Who is going to buy it for you?

My mom... my dad.

-Do you like it?

Yes... but it's very dangerous

-Why? Because it's dangerous. I'm not scared of it.

-Are you afraid of it?

No.

-What does Spider-Man do?

Spider-Man, for example, goes around houses, catches thieves... sees one, catches him.

Some boys have mixed emotions towards playing with a sense of fear, as fear adds to the excitement and thrill of the game. The enthusiasm for scary games among boys is such that even though they are afraid of it, they will still play it with the help of an element that reduces their fear.

For example, Abtin, 5 years old, says in his interview that only war movies are good, but he watches them with his father. Amir Hossein, 5 years old, also says in his interview that zombies are just drawings, so we shouldn't be scared of them:

-What kind of movies do you like, Abtin?

I like sword and war movies.

-Why do you like war movies more?

Because they're exciting.

-Don't movies that aren't warlike movies look good?

Yes, but I watch more war movies with my dad.

Mahdi, 6 years old, also says in his interview that cartoons like Minions and Po are not scary and concludes that these games are not for him.

Excitement and fear are another important theme that pre-school children have emphasized in their interviews and have described the thrill caused by it as attractive. Parsa and Fatemeh Zahra, 6 years old, say in their statements:

-Why do you like playing tablet games so much?

Because they're very exciting! I also love excitement.

-Exciting? What does it mean?

It means... hahahaha... it's good when I'm excited... I feel good... my heart beats fast... I want to get away from them soon.

-Has your eyes ever turned red or your head hurt after playing with the tablet?

Yes, my eyes turned red once... I became a vampire.

-What is a vampire?

There are people who drink blood.

-Who told you that?

I saw it in a movie.

-What movie?

Dracula.



-Where did you watch it?

I went to the cinema.

-Who did you watch it with?

With my cousin.

-Did your mom and dad know that you went to the cinema to watch Dracula?

No, because initially we were supposed to watch a comedy, but my cousin said that this movie is more exciting, but I had to promise not to tell my mom... and I didn't.

Other strange and intriguing subjects and satisfying curiosity are another factor that children have mentioned as a characteristic of exciting activities. Artin, 5 years old, mentions the attractiveness of these subjects and Anis, 5 years old, mentions the satisfaction of his curiosity in using cartoons and animations as follows:

-What kind of cartoons do you like, Artin?

I don't know their names.

-One of them that you really like, tell me about it.

A transforming robot and a robotic football one.

-Can you explain it more, cousin?

Transforming robots are warlike, robotic football is like football.

-Do you like playing with your friends like in cartoons when you watch these cartoons?

I really love the rapid movement of robotic football because it's confusing, no one can catch the ball. For example, it's like a circle that's spinning and then suddenly shoots out fireballs from it.

After the fireballs come out, what happens then?

The fireballs won't let anyone take the ball. It goes to the goal, and then the goalkeeper gets knocked out.

-Do the fireballs take the ball into the goal?

The ball is inside the dragon's body, and after the dragon goes, the ball appears.

-Anise, have you ever watched movies that your mom and dad watch?

Yes, scary ones. My mom and dad watch them, but they didn't tell me to go to my room and not watch. I watched it anyway.

-Were you very scared?

Yes.

-Where was it scary?

A child was going to his father, and then he went home, and then the child got scared, and then he hit the child with a knife.

-Were you very scared? What did you do?

I screamed, hugged my father.

-Could you sleep at night?

No. My mother put me to bed in my room, and when I fell asleep, she would leave.

-Did you watch any more scary movies?

No, my father erased it from his phone.

-Why did he erase it?

Because I was watching it secretly. Then my father watched scary movies himself and wouldn't let me see them.

-Because you were scared?

Yes.

-But why did you want to watch it again when you were scared?

I like to see what happens at the end.

The sense of enjoyment is a common theme that children describe when talking about exciting physical or digital games. The following statements by preschool children are examples of this:

-What's wrong with you?

This one?

Yes.

Yesterday, I went cycling with my friends and suddenly I fell off my bike.

-Why?

I fell off my bike, my friends weren't there, and I fell alone.

-Were you careful?

I was careful, but I wanted to ride faster... and then I fell.

The comical and humorous nature of the product is another important factor in making cartoons and animations attractive and exciting for preschool children:

-What did you do after you watched Spider-Man?

Some children have described a sense of enjoyment when talking about exciting physical or digital games. For example:

I was playing.

-What were you playing?

I was playing with Spider-Man.

-Where did you like it best in the Spider-Man cartoon?

When it's over, it's really funny, it's laughable, and it doesn't end, it just continues.

-Does Spider-Man do any bad things?

He doesn't like his girlfriend, he bothers her, and she's upset too.

At the end, some children have pointed out that they have gone to external (and more foreign) cartoons and animations when their usual attention span runs out.

(Showing Amir-Hosseini a zombie game on my phone) Why are these like this?

Because they're made to be like that.

-Are they real?

No.

-Have you seen it?

Yes, I saw it in the movie.

-Have you seen the real one?

These aren't real, one of them is wearing a costume or they're drawings.

-Who told you that?

My mom.

-And why do you scare monsters?

I scare monsters so I can be successful.

-And what happens to the monsters you scare?

We win, but they don't give us anything.

-Why do you play if there's no benefit?

I play because playing is good for kids, so they don't get upset.

At the end of the day, some children have emphasized that they have become familiar with various types of cartoons and animations through their parents or friends. They enjoy watching these cartoons and animations because they are exciting and entertaining.

In addition, some children have pointed out that they have created their own stories and characters by using their imagination. They have also mentioned that they have played with toys and objects in creative ways, such as pretending to be superheroes or animals.

It's worth noting that while seeking excitement and entertainment can be a natural and healthy aspect of childhood development, excessive and uncontrolled seeking of excitement can have negative consequences.

Ali, do you play more with your phone or with your toys?

I play with my phone.

-What kind of games do you play?

I play racing car games and motor games.

-What's the game like?

The cars race with each other, and whoever goes faster wins.

-When you're racing, do you also run through red lights?

Yes, we do.

-When you're racing and going fast, do you crash into other cars or people?

We do.

-Does the police in the game punish you for your crimes?

We also beat up the police, and they die.

-Do you do this too?

Yes, I do.

-Don't you think these actions are bad?

No, it's just that we have to win.

-Doesn't killing people bother you for winning?

No.

-What do you do in the game, like when you're trying to win by pulling or pushing your friends?

Sometimes I do that to my friends.

-Can you tell me a bit about it?

For example, when we're playing racing car games, sometimes I hit my friends.

Now, if someone finds someone stronger than you and beats or pushes you and wins, is that good?

No.

-If someone does that to me in the game, what would I do?

I would cry and scream, then get angry and refuse to play with them again.

-If you don't win in the game, how do you feel?

I get angry.

-What do you do when you don't win?

I cry and scream, sometimes I also hit my friends.

Considering the emotional needs of individuals, it is essential for cultural authorities to prioritize satisfying these needs through the provision of cultural products that cater to different age groups. These products should be designed to promote moral values and redirect users away from harmful behaviors.

## **2-9- Managing emotional issues**

Managing emotional issues refers to one of the most significant consequences of children's excessive use of new communication technologies. It is essential to note that seeking excitement and pleasure can be satisfied in both positive and negative ways. For example, engaging in physically exciting activities (such as football for boys and dolls for girls) or digital games that stimulate excitement (such as puzzle games for boys or food-based games for girls) can have positive effects on users. However, other games can have negative effects on users, promoting violence, aggression, and disrespect for others.

The statements made by some preschoolers indicate that users of highly stimulating games that lack human direction and promote violence, theft, and murder tend to resort to violence and aggression to resolve conflicts as they get older. However, the outcome of excessively stimulating and aggressive games will lead users to seek abnormal thinking patterns and learn violent coping mechanisms.

Studies have shown that before reaching the level of rational processing, information received by individuals is processed in emotional centers of the brain. If the information provided has a high emotional intensity, it will be processed in lower levels of the brain before reaching the cortex and prefrontal cortex, where logical processing occurs. This means that in extreme cases, individuals may respond emotionally and instinctively rather than logically.

In this sense, it can be expected that users who spend excessive time in virtual space will develop more irrational and emotional behaviors in their future lives, responding to problems with emotional rather than logical and rational responses. This requires learning impulsive behavior patterns and internalizing aggressive coping mechanisms in a child's mind.

With the decline of social capital in recent years in Iran, many citizens have lost their patience, composure, and tolerance. Children who witness such behaviors in others will learn to respond to problems emotionally and impulsively, rather than logically.

On the other hand, children who use digital games, cartoons, and animations that often promote impulsive behaviors will internalize these behaviors.

The issue of excitement and seeking excitement was previously mentioned, and it was noted that excitement is something that both boys and girls enjoy.

Pouyan and Amirali, 5-year-olds, said:

-Why do you like war games?

They're fun.

-Do you think war is good?

No, but the game is good, it's entertaining.

-Why do you think the game is good?

It's exciting.

If you had to choose between a violent game and an educational game, which one would you choose?

(laughs).

-How many hours a day do you spend playing on your tablet?

A lot

-Are your tablet games also violent?

Yes, three of them are violent. I have another game that I don't play with.

-Why don't you play with it?

Because it's boring.

-What does boring mean?

For example, when I play with it, I get annoyed.

-What kind of game is this?

I don't know, it's a game that teaches language.

-Don't you like learning languages?

Baran, a 6-year-old girl, is an example of the emotional competition among girls, which is at a much lower level than that of boys:

- Baran, what do you feel when you see your friends buying dolls like Anna and Elsa?

I get angry.

- How did you react when you got angry?

I wanted to strangle it.

- Did you fight with them or try to disrupt their dolls?

No.

- So, you're angry and upset because your friends have dolls like yours, right?

Yes.

- For example, when you see them playing with dolls like yours, do you no longer like your dolls or stop playing with them?



No, I still love them.

- Do you try to buy a new doll that your friends don't have?

Yes, once.

- Did you show it to your friends after that?

Yes.

- What did they do?

Nothing.

- Did they say anything?

They said it was very nice. Where did you buy it?

- Did you tell them where you bought it?

No, I said I didn't know the address.

- Did you lie about not knowing the address?

Yes.

- Why did you lie?

I didn't want them to buy one too.

Individuals respond to problems in different ways, with some individuals approaching problems in a rational and logical manner, seeking to find a suitable solution to resolve the issue, while others may either avoid the problem or use impulsive behaviors to deal with it.

Historical reviews of Iranian culture indicate that our ancestors approached others with respect and interaction, considering their human dignity and maintaining dialogue with all, including those who were opposed to them.

However, the dominant atmosphere of many digital games, cartoons, and Western animations suggests a significant transformation that can be described as the elimination of cultural dialogue and the replacement of impulsive and destructive behaviors in digital games. Therefore, after reviewing the history of cultural dialogue in Iranian culture, we will discuss the transformation of

this culture into a culture of violence, aggression, and destruction of others. We will also discuss how this transformation is replaced with cultural dialogue in preschool children.

Historical records in Iranian culture indicate that, aside from some cruel and bloodthirsty monarchs, some rulers and wise men of this land approached problems with a compassionate and benevolent attitude towards others and even enemies, placing constructive interaction with them at the top of their agenda. For example, when entering Persepolis, one must pass through the gates of the people and see the stairs of Apadana Palace, where Saka tribes would go to pay their tribute to the king with their weapons, whereas nowhere in the world has it been seen that subjects would go to meet their ruler armed. Similarly, on the walls of Apadana Palace, images of half-naked Indians are carved, who would come to meet the king naked from the waist up. Iranians would consider a man without a hat as bare until just a century ago.

The acceptance of Saka tribes with swords before the king or the acceptance of half-naked Indians before the king indicates that Iranians had respect for other cultures during their time (even if they were under Iranian rule), as Saka tribes considered laying down their swords unnecessary and half-nakedness was common in Indian culture.

This can be seen in Ferdowsi's Shahnameh as well. Ferdowsi emphasizes the importance of Iranian cultural dialogue in various scenes.



In reviewing this transformation, one of the fundamental factors contributing to the shift from cultural dialogue to a culture of destruction is the use of Iranian children by foreign cultural products. That is, children are constantly exposed to messages that only promote violence, aggression, and even extreme aggression, leading them gradually towards a culture of destruction.

Given the general atmosphere of digital games, cartoons, and animations, it can be concluded that the creators of these products have abandoned cultural dialogue and problem-solving methods that are human, and instead use strategies such as exploiting children's naivety and tendency to imitate, as well as their lack of understanding of the concept of death. They present children with heroes who embody violence and aggression, teaching them to approach problems in a completely impulsive and thoughtless manner, using methods such as shooting or dismembering others with weapons.

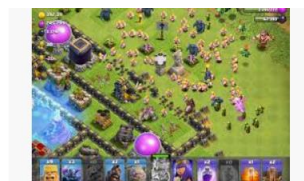
In psychology literature, these methods are referred to as approach-based coping versus emotion-based coping. Individuals who approach problems in an emotional way tend to use impulsive behaviors to deal with issues, rather than seeking logical solutions.

If we examine the products used by preschool children, it becomes clear that digital games, cartoons, and animations primarily showcase emotional coping methods and do not consider problem-solving methods. A study by Ekić (2016) notes that early computer use may lead to various negative effects on children, including cognitive, emotional, physical, and social harm.

Looking at games like Clash of Clans, for example, shows that children learn that they must threaten, attack, and steal from their opponents to progress further and faster.



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The statements of Parsa, Taha, and Shahin, 6 years old, are other examples of the negative and inappropriate messages conveyed by action-packed games:

Parsa: What games and cartoons do you download?

Spider-Man, Batman, Ben 10.

Who do you like more among them?

Ben 10.

-Why do you like him?

Because he has a watch that makes him strong when he puts it on. Then he fights with other creatures.

Taha: Sometimes I see Ben 10 in my dreams that creatures attack and I get scared.

-Why do you get scared when you see that cartoon?

Because Ben 10 is very strong. I want to be strong like him so no one can attack me.

-What will you do to become strong?

I want to buy a watch like Ben 10's watch. When I put it on, I'll become strong like him.

-When you grow up, do you want to be like Ben 10?

We want to grow up and go to space, take those watches from Ben 10, and become stronger than him. Then we'll crush Ben 10 because our strength will be more than his.

If children have more power, will they bother other children who are weaker?

No, we just need to be the boss.

-What does the boss do?

The boss does everything alone like Ben 10. He's even stronger than his parents.

Shahin: Are you playing games at home?

No, I don't have any.

-What do you play with at home?

My dad plays games on his mobile, and I play with him.

-What kind of games does he have?

Like Plants vs. Zombies...

-How is the Zombie game?

The zombies die, but they come back to life. But it's really scary. I saw them twice... Then I quit. One time my dad played, and he had a zombie that would attack the other zombies with a gun.

You said that Zombies are scary, what do you mean?

It's not very scary, but it's still scary because it's a dead person who comes back to life, it's really creepy.

-Okay... So what does it do after it comes back to life?

It goes to a yard... In some of his games, there's a lake in the middle... And ducks swim there, and some of the zombies swim with sharks... Some of them have grass, and they come out from the grass with a car... And then I have to shoot them.

-What do you have to do in this game? Are you the zombie?

No, I have to shoot the zombies.

-What do you use to shoot them?

Bombs, guns, sniper rifles... There's something else, one of them throws a grenade, one of them throws a knife, one of them throws an eggplant. In one of his games, there's a big ball that comes out really big... This... We have to hit it and kill it... It comes out again, and then fire comes out of its mouth... And then the big zombie comes out, and I have to kill it, and then I have to kill its people. Then there are many balls, and there's an ice cream truck too... We have to go, and put out those fires.

The statements of these preschool children indicate that users of action-packed games that lack human direction and are similar to Clash of Clans are promoting violence, aggression, theft, and

murder towards others. As they are repeatedly exposed to the game's messages, they eventually resort to violence and aggression to solve their problems instead of logical reasoning.

It is worth noting that some children may be naturally inclined towards aggressive behavior due to their upbringing or environmental factors. Examples of such children include Paham and Barbod, 6 years old.

-What time do you leave the kindergarten?

Until 1 o'clock. Then my dad comes to pick me up and takes me to his office. Until night, when we go home. When we want to go home, there's a lot of traffic. I don't like traffic.

-So, you spend some time at your dad's office?

Yes, because my mom and sister live together. My mom and dad are divorced, and my mom doesn't like me, so she doesn't take me with her. My sister says that I'm an unwanted child, so nobody likes me. I have to go to my dad's office until he finishes his work.

-Does your dad's office get boring?

What can I do? I have to go.

-What do you do with yourself when you're there?

With a tablet.

-What kind of things do you do on the tablet?

I download all kinds of games...

(By the way, Parham?)

-Are you serious? Have you decided that when you grow up, you'll leave Iran?

Yes! I don't like Iran at all. It bothers me.

-Why?

Because there's no freedom here. People are enslaved by the authorities! Why do they bother people and put them in prison? I don't like being a Muslim! We want to be free, but Islam says no, don't be free. Tell me what you think about this, ma'am.

-How did you come to this conclusion?

That there is no God.

Good, I say there is no God. Because it doesn't exist anymore.

-What do you think about the creation of this world?

In my opinion, the creation of this world is a gradual process!

-Please explain more, Parham.

Okay... The Earth was created by Big Bang. A huge explosion happened, and the Earth took shape!

See, ma'am, we were first apes, then we evolved into chimpanzees, then we evolved into monkeys until we became humans. Some of those animals didn't have the courage to stay as they were.

-How did you come to this conclusion?

Good, my dad's opinion is mine too.

-So you don't believe in heaven and hell?

No, all that's just nonsense. They just scare children to make them do good. My dad says that when a person dies, they just disappear.

-Is your opinion the same?

Yes. Because when someone dies and is buried, how can they go to heaven and eat grapes or be happy? In my opinion, a person whose brain doesn't work well believes in these things. My brain works well, so I don't believe in heaven and hell.

-So, according to your logic, someone who has done many bad things won't go to hell because hell doesn't exist, right?

Yes, already.

-So, how do you think they'll judge their actions?

Good, in my opinion we should take matters into our own hands. We should punish them with a sword or a knife, like Rostam, by stabbing them in the heart so they die.

-Do you mean that we should punish bad people ourselves?

Yes, that's my opinion. Because many of them escape to a place where nobody can punish them, we should do it as soon as possible. I want to build a tool that can blow them up from afar.

-What if you realize later that you made a mistake?

It doesn't matter to me. I kill thousands of people in my games every day. Killing people is nothing, it just requires having a powerful weapon.

Barbod, 6 years old, who has witnessed his mother's abuse by his father, has expressed his desire to kill his father in an interview as follows:

-If you had a gun at this moment, what would you do with it?

(Barbod thought for a few seconds and tried to avoid answering, but after some playtime with him, I asked the question again in a different way).

Well, Barbod dear... now assume you have a gun. What would you like to do with it?

-Um... can I say something under my breath?

Definitely!

(I whispered under my breath) I'd kill my dad!

-Why?

(Barbod turned around and tried to busy himself with his toys while saying): I don't like him anymore.

In another way, just as the doable model of behavior for Barbod is to run away from problems, Barbod also thinks that since he doesn't like his father, the only solution to escape from him is to kill, destroy, and eliminate him.

If we set aside extreme cases like Paham and Barbod and consider the effects of violent and negative value games on ordinary children who have a normal life, the effects of playing violent and aggressive games on children's minds and thoughts are evident. These effects can be categorized into theoretical and practical levels. Some children who play digital games, cartoons,



or animations express their violent and aggressive solutions to problems in their statements, while others actualize these solutions in their daily lives and relationships with their surroundings.

The following statements by Mehrdad, Mehrad, and Mohammad Mehdi, 6 years old, illustrate this tendency to solve problems in a theoretical way:

I brought out my toy gun... it's a real gun... boom! Boom! I shot him... he fell down!

- Did you kill him?

Yes! With many bullets!

- Didn't anyone do anything to you at that time?

No!

- Didn't the police arrest you?

No.

The police come... they say Ssss! and slap you on the head! Who cares?

I watch TV a lot?

Mohammad Mehdi: Yes, I watch it every day.

- How much do you watch?

Mohammad Mehdi: About 10 hours!

Mehrad: I'll say how much I watch... I watch until my bedtime.

Mohammad Mehdi: Same here... I watch until my bedtime!

Mehrad: I make sure they're all very loud, so everyone hears them.

- Good...

Mehrad: And I increase them even more, so they'll all go deaf.

- Don't others get upset?

Mehrad: My neighbors come and say, 'What's this noise?' I say 'Fuss! Fuss!' Toy gun time!

Mohammad Mehdi: I have a toy gun... I'll make them explode!... then I'll stab them with a knife, and burn them.

...I watch TV shows, my mom said that's not suitable for me.

- What do you learn from it?

Competitions.

- Do you watch Ninja Turtles?

Yes.

- How is it?

For example, Shredder goes after the Ninja Turtles, and the turtles create their own machines, like a motor, and they drive around. Shredder chases them.

- Do you like their cartoons?

Yes.

- What do you learn from them?

For example, they have two swords and two whips.

- Do you want to have one too?

Yes.

- If you had one, what would you do with it?

I'd buy clothes for it, then put my sword behind it, and the whip too. Whenever a thief comes, I'd take the whip and spin it around, and it would turn golden, and I'd hit them.

Artin, why do some kids put passwords on their tablets?

For example, my uncle thinks that if the father thief comes, he won't be able to find it. If the child also finds out, he'll go back and delete all his files.

- Why do they delete their files?

No, my uncle doesn't.

- Who deletes them?

The older kids. All of them delete it. But I won't let them. I get angry and fight back with karate. Then I'll stab them with a knife and burn them.

Unlike boys, who tend to actively participate in solving problems in a violent way, girls tend to be less proactive and instead passively assign the problem-solving to others:

- Milica, what kind of programs do you watch?

Cartoons like Cinderella, Snow White, Elsa, and Anna, Sleeping Beauty.

- Which one do you like more?

I like them all.

- Which one do you like more?

I like all of them, because they're all beautiful, but I like Cinderella more than the others, because she's the most beautiful one, and I love her very much.

- Why?

Because her stepmother is very mean to her, and she doesn't love her at all, she's very cruel.

- Do you get upset when people are mean to you?

Yes, I like to die (Milica, 6 years old).

One of the important issues that exists in both boys and girls who play violent games is the tendency to solve problems in a violent way.

As mentioned earlier, some children learn from violent digital games and apply it to their real life. Amir Ali, 6 years old, said in an interview that he solves his problems in kindergarten by screaming and crying:

- Have you ever gotten angry at someone in kindergarten?

Yes.

- Why?

Because they didn't give me what I wanted.

- What did you do?

I screamed.

- Do you always do this when you get angry with someone?

Yes.

- For example, when you want something and your friend doesn't give it to you, do you try to talk to them again to make them happy and give it to you?

No.

On a higher level, some children openly express that they imitate their favorite cartoon characters and act out scenes with their opponent. Examples of Ali, Taha, and Horoudad, 6 years old, illustrate this point:

- If your mom and dad don't give you a phone, what would you do?

I'll take it! Sometimes I break things around the house, for example, I once knocked over our vase on the floor.

- Taha, what kind of cartoons do you like?

Benten.

- What's your favorite Benten?

Benten himself. Benten is a bad guy, he fights. He has a watch, a strong watch.

- Who are the bad guys?

Those who have a stick. One time, Benten was eating an apple, and he dropped it. They are very bad, they want to break Benten. But Benten is very strong, he has a watch. He hits his watch, and then brings another one with him to fight. If I become Benten, I'll kill the bad guy.

- Like who?

Those who fight.

- Good! You also fight!

No, I don't care about them. They bother me, they annoy me, and I fight back or don't listen to them.

- For example, if your little brother doesn't listen to you, do you fight him?

Yes, I'll hit him.

- Why?

Because it gets on my nerves. He never listens to me. He always takes away my toys and I hit him back.

- Do you have toys that are similar to the characters in these cartoons?

Yes, this one, this one, my own mechanical motorcycle.

- Ah! So you play with them like that? You also crash into things with them?

Yes, dad, I'm just like the cartoon characters. I crash into things with them.

- You said you also like Sonic? Why do you like him?

Because he does something... . He's a doctor who wants to save his friend, Sonic wants to save him, because he's fast and wants to save him, I like him.

- Do you want to be like Sonic too?

Yes, very much.

- Why do you want to be like Sonic?

Because I'm fast too. I run fast and hit the doctor.

- Good grief! Isn't hitting bad? Why do you want to hit like Sonic?

Yes, it's bad, but because it's just for show, he does this.

- Have you ever hit someone for self-defense?

(After a relatively long pause with a positive answer).

- Did you do that at kindergarten?

No, my aunt become angry with me.

- So where did you hit that person?

outside.

- Why did you do that?

I got so angry, my head was about to explode, and I hit back.

*Iman*, a 5-year-old boy, also emphasized in his interview about the influence of his favorite cartoon characters on his behavior:

- Which cartoon does your son like more than anything else?

*Iman* loves Bente very much.

- What is it about Bente that attracts *Iman*?

*Iman* when he watches Bente's cartoons, gets absorbed in the actions he performs with his watch, to the point where he becomes so excited that Bente hits his watch and various animals appear on the scene.

Before, *Iman* would sit quietly and calmly in front of the TV until Bente's cartoon started. But now, whenever Bente's cartoon starts, *Iman* moves along with Bente's movements, jumping up and down and acting out his actions.

It's worth noting that *Iman* watches Bente cartoons on satellite TV and although the language of the cartoon is Arabic, he is fascinated by it and has even learned some of the Arabic phrases and dialogue. Sometimes he recites them or asks me what they mean!

- Does *Iman* also watch foreign versions of Bente?

*Iman* used to watch Persian versions of Bente on DVDs, but since he started watching uncensored Arabic versions of Bente on satellite TV, he no longer likes watching DVDs. He realized that

DVDs don't have some parts of the cartoon, and the Persian dubbed music is very calm, while the original music of the cartoon is very fast-paced and exciting.

- Does *Iman* talk to you about Benten?

Yes, sometimes *Iman* asks me how he can get Benten's watch. He also likes to be friends with Benten and wants to get his watch and help people.

- Has *Iman* bought any of Benten's accessories?

Yes, he has bought some clothes and accessories, especially Benten's watch, which he loves very much!

It seems that when he puts on Benten's watch, he hits it and starts acting aggressively, for example, or he gets into a fight with me and starts hitting me, or he shows off his aggression on other things around him.

- How do you deal with this behavior?

To be honest, we've been a bit worried, because when we try to discipline him for his aggression and don't let him watch Benten's cartoon, he gets angry with me and his mother and doesn't talk to us. And if we remain silent in the face of his aggressive behavior, we fear that he will apply it to others as well!

- Did you not consider alternative programs for *Iman*?

*Iman* was very interested in the program Fettle before watching Benten, but after getting familiar with Benten's program, he abandoned it. He now likes another cartoon, Spider-Man, which also has a lot of wild playfulness and *Iman* becomes wild when he watches it!

It's worth noting that the influence of emotional models can even affect a child's professional interests:

- Well, what games did your mother see you playing?

Yes.

(The third person): I don't like war games.

- But you do.

(The third person): He only likes playing with the Transformer.

(The fourth person): I have my own dragon riders game.

(The third person): He only likes cars, I think he wants to be something big, maybe a racing driver.

- Rally racing?

(The third person): Yes.

The result of such intense and aggressive games will be seeking users to escape from their own problems, in the sense that extremely intense stimuli are responded to at the level of the masses. In other words, the silencing of conversation is an important outcome that some children who watch violent and unsuitable cartoons and animations display:

- Does Benten always succeed in his battles?

Yes, he always defeats his enemies until he fights with Fireman and his watch breaks, then he can't fight against scary creatures.

- Isn't Benten's entire power dependent on his watch?

No, anyone should have a tool.

- What tool do you have for fighting?

I once saw a punching bag shop and told my dad to buy one for me, but he said no.

- Why not?

He said it's not needed.

- What did you do after that?

I cried. I thought that if I cried, he would buy it for me, but he didn't.

- Why did you want a punching bag for yourself?

I saw one at my friend's house and liked it.



- Did your friend buy the punching bag for himself?

No... His older brother is very rich and has such tools, and he took it from his brother's things.

- Now that your dad didn't buy the punching bag for you, what do you use instead?

If someone hits me!

- Yes.

I hit them back.

- Doesn't your fist get hurt?

No, I'm like Benten.

- If they bought a punching bag for you, what would you do with it?

If someone hits me, I'll hit their face.

- If you hit someone's face with a punching bag, blood will come out, and you won't be upset?

No, it's their fault, and I won't let them hit me.

- Don't you know that if someone hits you, you can defend yourself by talking to them and don't have to hit them back?

No, talking doesn't solve anything.

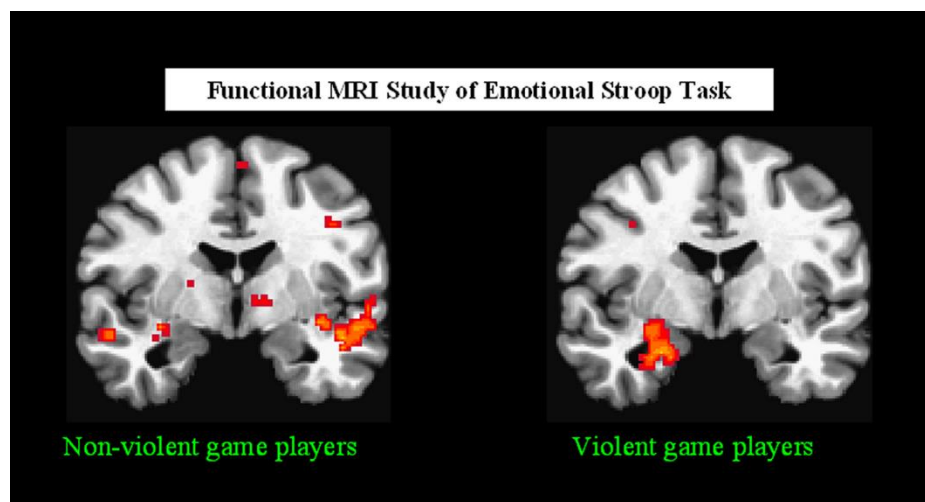
- You learned from Benten that when he fights his enemies and rivals, if someone hits him, the answer is to hit back?

Yes.

The image below also illustrates the differences in brain development between users of violent and non-violent games:



[Image description: A picture showing two brains with different pathways. The brain on the left is labeled Violent games and has a direct pathway from Aggressive thinking to Hit back, while the brain on the right is labeled Non-violent games and has a indirect pathway from Aggressive thinking to Talk back and then to Defend self].



## 2-10- Aggression

Aggression can be defined as a person's intentional deed to cause harm to another human, animal, or object.

Aggression has three dimensions in human beings: physical, verbal, and non-verbal. In physical aggression, the individual who is aggressive physically engages in a fight with their opponent. In verbal aggression, the individual who is aggressive uses their words to harm their opponent. And

in non-verbal aggression (which is very common among women), the individual uses their body language, facial expressions, or tone of voice to harm their opponent.

Theoretical frameworks for understanding aggression can be categorized into three groups: biological, psychological, and social.



Biological theories aim to explain aggression as an innate instinct.

The psychological theory of frustration-aggression posits that aggression is a reflection of an individual's frustration and inner aggression. And the social theory attributes aggression to social factors and rejects biological and psychological explanations.

The information gathered from field interviews with preschool children suggests that the media has a profound impact on children's aggressive behavior. Digital games, cartoons, and animations that depict aggressive themes such as killing alien monsters first encourage children to kill extraterrestrial beings.

The games then continue to promote the necessity of killing animals (such as cartoons and animations featuring Tom and Jerry and angry birds) and encourage users to kill. In continuation of this line of thought, game developers also offer games where users can kill humans who have risen from the dead in zombie games. Finally, game developers place human killing games in front of children, who must commit countless acts of violence to earn rewards. The interviews below illustrate what has been discussed so far.

Mohammad Arad, 4 years old, and Behrad and Samir, 6 years old, are taking on the first step of learning aggression through media, which doesn't seem to affect them much:

- Mohammad Arad, what do you do in the game?

When the monster comes, I'll catch my sister and take her away, my brother will punch it, and we'll throw it out the window.

- Is it good to hit and fight?

No.

- So why do you hit it? Doesn't it hurt?

No, that monster isn't human.

- Do you want to be like Batman?

Yes. I want to be able to use my powerful strength to kill all the bad guys.

- Does Batman play games too?

I have a console at home. I have a tablet too. And I also have a thinking game.

- Do you think we're allowed to hurt other people?

If they're bad, yes. I like being strong and it makes everyone happy.

- But I think it's not right to hurt other people!

Batman hits, so I hit back! If something bad happens, Batman won't hit. And then we won't have a fight, we'll want to save other people!

- But maybe when we hit them or kill them, they might get hurt!

Dad, these aren't humans. They're just aliens.

- Ah, so if they're aliens, then it's okay?

Of course not!



- Do you want to fight?

Yes.

- Why do you want to fight?

We kill monsters.

- Didn't you say that if there's war or blood, you won't fall asleep?

I won't fall asleep, but I want to kill the monsters

- Does he also do good deeds?

Yes.

- What good deeds does he do?

He kills monsters, doesn't let them hurt humans, and helps everyone.

- Do you also want to do good deeds like Kang?

Yes.

- For example, what good deeds do you want to do?

I want to kill monsters and help everyone.

- Don't we have monsters that you can kill right now in the space?

No.



Parsa and Ahmad, 6 years old, talk about killing animals and zombies in their games during an interview:

- What do Tom and Jerry do?

In Tom and Jerry, they always catch mice and eat them.

- How does Tom catch the mouse and eat it?

He catches it somewhere with something, then he bites its tail with his hand, and then the mouse runs away.

- If the mouse runs away, then how does Tom eat it?

He can't eat it, it runs away.

- When Tom bites the mouse's tail, don't you get upset?

No.

- What do Angry Birds do?

They just throw a stick and a rubber band at themselves and jump off the wall.

- Why do they throw themselves at the wall?

I don't know.

- When they hit themselves against the wall, don't you get upset?

No.

- What's a zombie game like?

Zombies are always running around, taking their own hands.

- Aren't they scary?

Yes, they are.

- Are you not afraid of them?

No

- If something is scary, how do you play with it?

For example, I kill monsters with my car, and then I go and kill zombies, and I get points, and I make my car stronger.

Sahar, Amir Ali, and Arsh 6 years old, talk about killing humans in their games during an interview:

- When you play this game, don't you feel sorry for the people you kill?

No, it's better this way... They're 5 people, and we're 4, so we kill them all with a knife, all at once. This way they're all together and quiet, and then I killed them all, and they're all quiet and lying down in a row. And then I went and hit them to make sure they're dead, and we won the game.

- Don't you feel sorry for them?

Oh, those guys... I've killed them 5 times already, I just choose one person each time... Arsh has that game, that's why.

... Mom has a motorbike game on her phone, it's really cool.

- What's it like?

I'm in the second level, there's a tornado... it's really cool.

- Are there more levels?

I've done 3 levels so far, remember? The first one was really easy, really really easy.

- How do you move on to the next level?

You have to go up to the next level and do that.

- How do you get to the next level? What do you have to do?

For example, whenever someone comes at you, you have to hit them fast and kill them quickly. This way you get points and move on to the next level.

- Do you have to hit them with a motorbike?

Yes, with a motorbike. Here's a stick that goes vroom...

- Ah, there's a stick.

And there's also a gun... and a knife too.

- I have a game where you choose your own level... so I choose a level with a gun...

This kind of game is really violent. One time I killed 5 people with a knife.

- Do you like violent games?

Yes. I have one violent game. It's just one.



There's a man who, when he kills people with a gun, takes away their cars. Then he goes and kills the rest of the people, takes away their cars too.

- What's his name?

His name is Tria.

- Is it GTA?

Yes, it's GTA.

And then there's Amir Mehdi, 6 years old, learning about the thrill of killing humans in GTA that leaves no room for thinking about the moral implications of killing humans for children:

- How do you play with Batman?

We go around killing everyone.

- Who are those people you're killing?

Humans, human bodies, some of them are good. I want to jump on one and stomp on it, and they'll die.

- Do they feel pain?

Yes.

- Is it wrong that they feel pain?

No, I just want to kill them.



- Do you want to kill them to get a score?

Yes, I'll get a trophy when I kill everyone.

- What kind of game is this?

It's like Batman.



Arash, Parham, and Amir-Hossein, aged 6, revealed in their interviews that they exhibit aggression and violence in their behavior during gameplay:

I saw a scary movie once, it was very scary, but I wasn't scared.

- What kind of movie?

For example, a giant monster appears, then he shoots a human, and the other one fights back. They shoot from a plane, and then bomb everything, and the body becomes covered in blood, I almost fainted, but it wasn't that scary.

- It wasn't scary? In my opinion, it was very scary.

My mom saw this and was worried.

- What games do you play now?

There's a game where they take a piglet, then the black devil appears, and he bites everything he sees. He goes wherever he wants, and kills everyone. Then he finds a girl and takes her to the black hole. They take spears and axes and cut off their heads. They put the piglet in the water, then come out of the water again. That's as far as I've seen.

- Okay Amir-Hossein, what about Mortal Kombat 4 which is newer? What's new about it?

Well, its guns are newer. The clothes are newer too. The characters are better.

- How do you play it?

For example, there are many people. You can choose any one you want.

- Which of these people you mentioned have special features?

For example, one of them cuts things into pieces. Another one breaks someone's head and spine. Another one pulls out someone's intestines after killing them. Another one freezes someone everywhere and kills them with a sword.

Children under the age of 6 learn through their digital games, cartoons, and violent animations that they should solve problems by killing their opponents. Majid, Elias, Mehdi, and Radin aged 6 recall learning to solve problems through gameplay in their interviews:

...I learned that when I'm playing games like this...



- What games do you have on your Xbox?

For example, one steals, I play as a cop, the cop has to catch the thief.

- How interesting. Do you like this game?

Yes, afterwards the cop can't even take a car, he kills the thief.

- Elias, what did you think of the cartoon about Ninja Turtles? You thought it was very beautiful.

When they kill people.

- Why did you think it was beautiful when they kill people?

Thieves.

- Do you think it's good work when they kill bad people?

Yes.

- Why do you think it's good work?

They're thieves, they steal and kill.

- So everyone who does something bad should be killed?

Yes.

...have you seen the cartoon about police dogs?

- No! What's with this game?! I didn't have time to watch much TV because I was studying!

Yes. Some dogs are nice. They go to help people. At first, they notice a crying kitten and save it.

- Why do they save it?

Because their clothes are on fire. They take them out of the water and rescue them with a boat.

- So these dogs are firefighters?!

Yes! I want to grow up to be a firefighter like Engineer Felix. Of course, if a bad guy like Ralph comes and ruins everything, I'll hit him on the head with a hammer.



- Ah, that's okay, just when the bad guys come, they have a hole in their hand that shoots fire, it's a bit bad, just a bit, because they're getting angry.

- Do you want to be a big guy and do something?

I want to be a brawler, go to war with everyone and make sure no one bothers me.

Ahmad, 5 years old, said in his interview that if his parents remove his games, he would break them and even cut them in half:

- If your mom takes away your games, what will you do?

I'll break it in half!

- Mom won't do that, it's wrong!

Yes, my dad wants to take it away and I'll break it too!

It's worth noting that aggression in girls is often expressed in a non-physical manner. The statements of Baran, 6 years old, and Armita, 5.6 years old, provide examples of this:

- Where do you keep your dolls?

In the box.

- Have you ever been worried when you're not there and someone takes your dolls away?

Yes.

- Have you ever thought about it when you're going out of the house and going to kindergarten, wondering if someone might take your dolls away?

Yes.

- Do you think about it a lot?

Yes.

What would you do if someone takes your dolls away?

I'd get angry, I'd want to cry.

- Do you also like making snowmen like Elsa does?

Yes, I like it.

- Can you make someone into a snowman if you can?

If someone hits me, I'll turn them into a snowman.

- What would you do if your friends were upset?

I wouldn't talk to them anymore, but I wouldn't hit them back.

- Are you going to break up with them?

- If they bother me a lot, yes.

- Is it good to get angry?

No, it's not.

- So why do you get angry?

When they bother me, I get angry too.

- Do Elsa and Anna also get angry?

Yes, she got into a fight with her sister once.

The normalization of human killing in digital games is so widespread that even girls who are known for their tender and gentle emotions, under the influence of these games, sometimes talk about killing others. Maya, 4 years old, talks about this issue in her interview as follows:

- Besides Elsa's cartoon, do you like any other cartoons?

Oh yeah, Moana. I'm Moana.

- What kind of Moana is that?

Big and strong. I want to be like Moana, fly like a crow.

- Where do you fly to?

I'll fly to faraway places. I want to get a boat like Moana's.

- Do you want to be like Moana and like Moana too?

Yes, I'm both of them. Look, they're going to take the stone from Moana, and they'll save their blood with it.

- Can you show me the picture? (I download the picture).

Look, they're humans. I want to fight with them because they're so many (referring to the Nazis).

- What are they doing that's so bad?

They're all attacking. There are too many of them. No, no, 5 of them (she speaks with excitement), and then I'll be like Moana, attack them all and kill them all.

Some of the interviewed children indicated that they felt that their parents felt that playing violent digital games made them savage and savage behavior towards others. Other children also admitted to being savage in their interviews:

- After you play a war game, your mom doesn't say it's not good, doesn't she?

One day, my mom was doing something with her phone and I was playing, and she said, 'Stop, give me the phone, you're savage, you're beating up the children again!'

- Are you beating up anyone?

I beat up that boy who took my bike away.

Shayan, 6 years old:

- You're so fond of fighting, does anyone come to your house?

No.

- Are they afraid to come to your house?

No! No one is afraid... my bike is big... like my cousin's... I saw a turtle once... I ran towards it... like the ninja turtles... I'm so scared of scary cartoons that I'm becoming savage again!

- Scary cartoons are making you savage?

Yes.

- Don't watch them.

Why shouldn't I watch them?

- Because you're becoming savage?

Savage is better!

Mohammad Mehdi, 6 years old:

- Do you think playing with your phone is good or bad?

It's okay, but if you play too much, it's bad.

- Why is it bad if you play too much?

Their nerves get frayed, their eyes get red.

- What do you mean by nerves getting frayed?

I mean I want to beat everyone up.

Some children who use violent games, cartoons, and animations experience not only a sense of savagery but also physically act out what they have experienced in violent games in their real lives with those around them. Mohammad Sa'id's mother talked about her son's behavior:

From the beginning of his childhood, Mohammad had a lot of mischief and we tried to calm him down and reduce his destructive behavior by letting him watch TV and sitting him down in front of cartoons. He initially showed interest in Tom and Jerry cartoons, but after some time, his attention turned to Benteen cartoons and at the age of 2, he would point to us that he wanted the Benteen clock.

Currently, at the age of 4, Mohammad still doesn't talk coherently and only gives one-word answers or short phrases to questions from those around him. However, he still attacks his family members at home and expresses himself by banging objects with his hands, saying I've caught you or taken your hand. Although we found it difficult to manage this situation, after Mohammad started having nightmares, we felt that the problem was very serious, so we took him to a psychiatrist and the doctor prescribed 6 months of Ritalin for him.

We also have a problem with Mehdi's cartoon viewing and our daughter, who was the only girl who didn't pay attention to makeup in her group, now asks us to buy makeup for her after watching Barbie cartoons. We're left wondering what to do about her request.

Parsa, Mohsen, and Arya, 6 years old, said in their interviews that violent behavior towards younger children or kindergarten girls is part of their daily routine and they are influenced by the cartoons they have seen and act out by hitting other children around them:

- What do you learn from these war cartoons?

I learn to fight.

- Who will you fight with?

With a bad person.

- How will you fight with them?

Now I'll fight in another way.

- Do you also watch big movies?

Yes.

- What's it like?

It's war, there's a zombie.

- Are you scared when you watch it?

No.

- Why do you like war so much?

Because it's fun to hit-hurt.

- Have you ever hit someone?

Yes.

- Who?

Amir Ali.



- Who is Amir Ali?

He's my cousin's son.

- How old is he?

He's 3 years old.

- What did you do to him?

I grabbed him, threw him.

- What did he do after that?

He cried.

- Were you sad about it?

No, I said to hell with it.

- Do you play on the console too?

Yes. I told my friends about it. But I'm playing with Ji-ti-5.

- I don't have a console. Can you explain how this game is played?

It's just hitting and hitting.

- Do you hit each other in the game?

With their fists. Like this (tries to demonstrate the game with his own movements).

- Are you repeating their movements?

Sometimes when my cousin Mary's son comes, I hit him a few times to teach him a lesson!

- Arya, how many friends do you have?

I don't play with kids.

- Why not?

Because Mischa and Hamid are bad guys.

- What do they do?

They grab girls and hit them in the face.

- That's terrible! Are you upset about it then?

Yes, thank God me and my mom fight with them so they don't mess with the girls.

- Good for you, dear. Now why don't you tell your teacher about it?

They don't listen to us or the teacher.

Some preschool children who have admitted to being unable to achieve their aggression in the present, projected their aggression into the future:

- If someone other than your friend hits you or hurts you, what will you do?

I'll hit them.

- If your hit doesn't work, what will you do?

I'll wait, get stronger, and take revenge.

- Is it good to hit someone?

Yes, if someone hurts me and hits me back, I'll hit them so they don't do it again.

- If someone hits you and blood comes out of their nose, will you be upset?

No, it was their fault, they wanted to hurt me.

- Why do you like war more than anything else?

It's strong and good at fighting, never gets defeated.

- Does your sword also have a symbol of strength on it?

Yes, my sword has the symbol of strength.

- What else do you have from war?

I have a shield, a black cloak, and big warrior clothes that I wear and become strong.

- What do you do with your sword?

I kill people with my sword.

- Have you ever killed anyone?

Not yet, but I'll kill big ones.

- Who do you want to kill?

Bad guys, I'll smash their shield, make them disappear at night, run behind the curtains, and no one will know I'm strong

Considering the theoretical discussions presented earlier and taking into account the field interviews conducted with young children who showed signs of aggression, it can be concluded that socialization of aggression is the core concern for parents, preschool educators, and educators. This cultural context is very important and crucial.

After highlighting the importance of media in children's aggression, several key points must be noted.

The first point that needs to be remembered is the issue of self-blame in children. Piaget's theory of moral development suggests that children are aware of their own emotions and feelings from around 2 years old and continue this awareness until around 11-12 years old. Children are so focused on their own emotions that they are unaware of the feelings and emotions of others around them. This makes it difficult for them to understand the pain and suffering caused by another person or entity that they may attack.

Another point that needs to be noted is the lack of understanding of the concept of death in preschool children. This issue leads children to commit aggression towards humans, animals, and other environmental factors without fully understanding the gravity of their actions.

Finally, another important point that needs to be mentioned is the role of mirror neurons in the brain, which have been researched by scientists for less than two decades.

Mirror neurons are special cells that are capable of reconstructing what a child has only witnessed and observed, and therefore, the use of digital games, cartoons, and aggressive and ultra-aggressive animations by children that are used by these cells will cause these children to easily recreate what they have seen after reaching adulthood, even after losing their self-awareness and understanding of others' emotions. This will lead to a child yesterday and today's adult showing an extreme level of violence and aggression in their life.

After presenting these points, we will summarize the discussion.

Preschool children do not understand the harm and even murder of other humans due to certain developmental features they possess. Ilya's and Sami's statements at 6 years old are examples of this:

- Ilya, do you see a human being?

Yes, it's okay.

- What kind of human being is it?

One who hurts everyone.

- Who does it hurt?

All thieves.

- Are all thieves bad people?

There was one who was red. He was a friend of Ben's. He hit Ben's friend, and Ben died.

- Do you also want to kill bad people?

Yes.

- Do bad people feel pain?

No.

- Sami, do you have a tablet?

Yes, I do.

- Do you have any games?

Yes, I have some dangerous games.

- Like what?

For example, a thief runs away, flies around, can't catch me. I shoot him with my gun and kill him.

- When you kill him, does blood spill out?

Yes.

- Are you afraid?

No.

- Are you sad?

No.

- Who taught you this game?

My dad taught it to me.

Preschool children, in addition to their self-awareness, have some psychological features that one of which is the lack of a correct image of death. The concept of death becomes clear to them around 11-12 years old. These children in their minds imagine death as something similar to sleeping, where a person can leave this state or regain their lost abilities by administering an ampoule of life. Therefore, preschool children may easily talk about death and killing others due to their lack of understanding of death and self-awareness. However, understanding how emotional and sensitive children who cry even when a chick is hurt can reach a point where they enjoy biting the opposite side and killing and drowning them in blood, which is a major issue caused by the violent and aggressive models of the games.

The statements below by Mehran, Mania, and Taher at 6 years old indicate the acceptance of murder and bloodshed by these preschool children:

- Think about Ben being 6 years old. What was he like then?

He was like this (shows a short hand with a short hand gesture). He would tie up these things like this.

- Did Ben seem friendly to his friends?

Sometimes yes, sometimes no.

- Did he kill someone then?

Yes.

- Did he kill someone when he was 6 years old?

Yes.

- 6 years old means the same age as you?

Then he would kill again.

- Who did he kill?

Bad people.

- If a friend came to bother him, did he beat him too?

Yes.



Mania, why do you like Ben?

Because he kills everyone.

Taha, what cartoons do you like?

Ben 10, of course.

- What do you like about Ben?

Ben himself. Ben kills bad people, causes trouble. He has a strong clock, a powerful one.

- Who are the bad people?

Those who carry wood. One time Ben was eating an apple, and he threw it on the ground. They are very strong, they want to kill Ben. But Ben is very strong too, he has a clock. He breaks his clock and then brings another one and causes trouble with it. If I were Ben, I would kill bad people.

- For example?

Those who cause trouble.

- But you also cause trouble!

No, I don't care about them. They bother me, annoy me, and I argue with them or they don't listen to me.

- For example, if your little brother doesn't listen to you, do you argue with him?

Yes, I'll hit him.

- Why?

Because it annoys me. He never listens to me anyway. He always takes my toys away from me, and I hit him.

Mehdi and Malik, both 6 years old, express in their interviews that they enjoy when people die, and even seem to be happy about it:

- Mehdi, what cartoons do you like?

Snow White, Cinderella, Elsa and Anna, Sleeping Beauty.

- Which one do you like more?

I like them all.

- Which one do you like more?

I like them all, because they're all beautiful, but I like Cinderella more than the others because she's the most beautiful, and my heart aches for her.

- Why?

Because her stepmother is very mean to her, she doesn't like her at all, she's very cruel.

- Do you like bad people?

Yes, I like it when they die.

- Do you also play Spider-Man?

- Yes, we fight together, he ties them up, I have a Spider-Man toy too, Spider-Man sticks to it and holds the construction up (he gestures with his hands).

- What's Ben's story?

- I have a toy of Ben too. He lights it up, goes back and forth, puts out red things that make me happy.

- What do you like about Spider-Man?

- I like his web, he webs everything and everyone dies, he gets stuck in the building (he speaks with energy).

- When people die, are you sad?

No, I'm happy.

- Why are you happy?

Because they were bothering people, they wanted to kill Spider-Man.



Parsa and Taha, both 6 years old, discuss in their interview how they think about killing their favorite characters to take their place:

- What games and cartoons do you download?

Batman, Spider-Man, Ben 10.

- Which one do you like more?

Ben 10.

- Why do you like him?



Because he has a clock, when he presses it, a strong creature comes out, and then he fights with other creatures.

Taha: Sometimes I see him sleeping and creatures are attacking him, I wake up with fear.

- You're scared, so why do you watch this show?

Because Ben is very strong, I want to be as strong as him so that no one can attack me.

- What do you do to become strong?

I want to buy a clock like Ben's clock, then when I press it, I'll be as strong as him.

- When you grow up, do you want to be like Ben?

We want to grow up and go to space, take Ben's clock from him, and become as strong as him. Then we'll kill Ben because my strength will be greater than his.

- If your strength is greater than other children's, will you bully them?

No, but we have to be the boss.

- What does the boss do?

The boss does everything himself, just like Ben. He doesn't need permission from anyone, not even his parents.

This phenomenon was first discovered by Italian scientists at the University of Parma.

Giulio Rizzolatti and his colleagues had placed electrodes on the premotor cortex of monkey brains to study the neurons that control the monkey's hand and mouth movements. They found that when a monkey picks up a piece of food, the corresponding neurons fire. However, Rizzolatti and his colleagues made a surprising discovery when they found that even when a monkey sees another monkey or human picking up food, the corresponding neurons also fire.

Although mirror neurons were first found in monkeys, subsequent studies showed that a similar system exists in human brains. Rizzolatti described the neurons later called mirror neurons: Mirror neurons allow us to read the mind of others not through thought and reasoning but through direct simulation.

In other words, when a person sees someone else in a state of sadness, the mirror neurons in their brain, by reconstructing the emotions of the sad person, create a state of sadness in their own mind, causing them to automatically feel empathy and compassion for the distressed and sorrowful person.

Considering what was previously mentioned, observing the interviews of Kiarash and Parsa, 6 years old, who are exposed to ultra-violent digital games without proper cultural context, paints a bleak picture for Kiarash, Parsa, and children like them:

- How was your playtime?

A guy would come, like a gorilla, skeleton, they would fight, a foul-mouthed man would fight with dragons, I would bring them.

- Did you take it?

Yes, , it's really tough, the spider... this spider's claw... this spider's claw... then he bites and pulls his leg out, and if he comes again, he'll get hit from here to there... from the body... .

- You were saying about the spider's claw.

The spider has a bite that can break your head open if it bites on your forehead... then you become dizzy and your head starts spinning... and then you start to feel dizzy again... and your head starts to spin again... after that you'll be in this state... you'll be like a zombie... .

- So you said zombie games are boring.

Zombie games are... look at that game... zombies come from everywhere... a big band comes to hit him... zombies are also scary... they wear helmets and attack you... and then they fall on the camera... you have to kill them...

Hadi: I have a jetpack, a man who breaks the law comes out... he kills all the police officers... all the people... takes my car...

- After watching those superhero CDs, do you want to be like them and do their jobs?

Sometimes I wear Batman's shirt, put on his mask, wear his costume, take his grappling hook...

- Do you perform their actions?

Sometimes yes.

- For example, what do you do?

I crouch down, jump up...

- How many of your game names can you mention?

Yes, car thief Khan's song.

- Are these games?

Yes.

- Is that all?

No, there's also a car game... I don't remember.

- What was the car game you mentioned?

A toy car, full of guns and bullets, and when we see people, we get rid of them, and we have to shoot at red spots.

- Do you play with humans in the game?

Yeah, it's really fun. It's a great game.

- Fun means what?

Look, when we get rid of people, it's really fun.

- Do you like being able to get rid of people with a car?

Yeahhhhh, it's really good. Even if I grow up, I'll have a car, and I'll want to get rid of people and kill them.

Fouad, 6 years old, also mentions in his interview that Batman, his ideal role model, also killed people in his childhood. If this emotional-affective feedback is combined with the storage of mirror

neurons in Fouad's brain, he and children like him will be more prone to violence and aggression in the future:

- Think about Batman when he was 6 years old. What was he like?

He was like that (he gestures with his short arms). He would kill people like that.

- Was he friendly with his friends?

Sometimes yes, sometimes no.

- Did he kill anyone at that time?

Yes.

- When he was 6 years old, did he kill anyone?

Yes.

- 6 years old means the same age as you are now. He killed people then.

- Who did he kill?

Bad people.

- If a friend came and bothered him, would he fight back?

Yes.

## **2-11- Creating a Space for Emotional Release in the Virtual Environment**

- If you had a Benten watch, what would you do?

I want to be a monster, a big monster.

- Is it good to be a monster?

Yes, monsters do many things.

- For example, what kind of things?

I could beat my brother a lot.

- Have you ever done something that hurt him?

No, he's stronger than me now, he beats me up, but later when I grow up, I'll get back at him and make him fall and die (Ramtin, 6 years old).

Some users of advanced communication technologies use these technologies to release their emotional pressures and psychological problems.

Some research suggests that some individuals, when upset or experiencing problems, turn to their mobile phone for solace and emotional release. This can help alleviate their emotional pain or suppress it

The concept of emotional release or catharsis originates from the Greek word katharsis, meaning purification, and refers to the cleansing of emotions and feelings and the emptying of psychic contents. In religions, catharsis is an act by which the sinful person purifies himself or herself from sin, and purifiers can be water, fire, or sacrifice. Cathartic acts have gradually spread from the realm of religion to medicine, as physicians believed that diseases were caused by the expulsion of evil humors and impurities from the patient's soul.

Aristotle used this term to refer to the psychological reward obtained from watching a grand spectacle. The Aristotelian concept of catharsis is currently being discussed in social sciences as a type of purification and purification in which both body and soul find peace.

In this writing, it is referred to as a theory in social psychology under the title Purification Hypothesis. The purification hypothesis is based on the assumption that individuals who seek to prevent the accumulation and explosion of their anger by creating a safety valve for their emotions and non-harmfully emptying their aggressive feelings may be able to reduce their aggression.

Studies conducted on new communication technologies indicate that advanced technologies have a significant role in releasing users' emotions. In other words, advanced technologies with their relative anonymity can facilitate emotional release for users.

Johnson (2003) notes: The anonymity and unknown nature are one of the prominent features of the internet.

Disinhibition is the ability to express oneself in a way that one would not normally be able to do.

Greenfield (1999) writes about disinhibition on the Internet:

Given the accessibility and anonymity experienced on the Internet, 80 percent of Internet addicts experience disinhibition. Furthermore, nearly 45 percent of all Internet users experience the latter problem when using the Internet. These users report, Since the self-control that exists in the outside world is absent on the Internet, they feel more free and behave in ways that are not possible in everyday social relationships. For example, they say that while communicating on the Internet, they talk about things that they would not even tell their spouse.

Therefore, the phenomenon of disinhibition is experienced as an emotional and joyful thing that cyberspace has made available to people

Examples such as Muhammad, Mohammad Hussein, and Mahsa illustrate the emotional release of children in their interaction with digital games, cartoons, and animations.

Muhammad, 6 years old, has witnessed his mother's separation from his father due to financial difficulties. After his mother remarries a wealthy man who is not fond of him, he is constantly belittled and threatened by him.

In his difficult situation, Muhammad finds solace in some games and cartoons, which allows him to confront the pattern that can be matched to his stepfather's behavior and choose a pattern that can satisfy his unfulfilled desires.

Muhammad describes playing Siamese Twins as Gumball, saying that it erases the memory of his stepfather from his mind, so he likes to play it every day.

When watching the Hulk cartoon, Muhammad reaches a state of relative psychological relief because he sees the Hulk leaving life for love and then coming back to his loved ones. This story evokes a sense of nostalgia for Muhammad's own lost life.

In the end, when Muhammad watches John Cena's cartoon, he sees John Cena fighting against those who stole his wife and defeating them to bring her back home, which gives him a sense of satisfaction because John Cena can represent success for Muhammad's hardworking father.

Interview with Muhammad:

- Do you watch cartoons?

Yes.

Can you tell me more about Gumball's cartoon? It has a Gumball, it kills the black spot.

Why does Gumball kill the black spot? Because the black spot is bad.

What do you mean by bad? It hurts everyone else.

If it hurts everyone else, is it bad? Yes.

Why is someone who hurts others considered bad? Because Reza is like that.

Who is Reza? He's my stepfather.

Does your stepfather have a wife? No.

How do you know that your stepfather married your mother? My mother got married again after the celebration, and then my mother didn't like my father anymore.

Where did you first learn what marriage means? My father told me.

What did your father tell you? He told me that if he divorces my mother, he will marry another man and won't love me and you anymore.

Are you angry with Reza? No, I don't bother him. But does he bother you?- Are you angry?

Yes.

How is that?

My mother and stepfather scold me.

- Are you currently living with your mother or father?

Mother.

- Do you prefer living with your mother or father?

Neither.

- Why neither?

Because they both bother me.

- Why do they bother you?

Because they're not together.

- So, your mother and father are bad people too?

No.

- But you said that bad people are those who bother others.

Yes, but my mother and father's badness is different from Reza's.

What's the difference?

My father was angry because he wanted my mother to have a big house, and that's why he scolded her. But Reza scolds me because he doesn't care about me.

- How do you know he doesn't care about you?

My mother told him to tell my father.

- Muhammad, do you really like Gumball a lot?

Yes.

- Why do you like Gumball?

Because it can save the person who lives inside it from harm.

- How can it save him?

By killing the black spot.



- So Gumball is very strong?

No, the capsule is strong.

- What is the capsule?

A red capsule that helps Gumball.

Interviewer: - But isn't the capsule stronger, so why do you like being like Gumball?

Because I showed them that I'm not weak.

- Do you also want to show everyone how strong you are?

Yes.

- How will you show them you're strong?

I'll save my mother

- Who will you save your mother from?

From Reza.

- Does Reza or anyone else call you weak?

Reza says so.

- What does Reza say to you?

He says You're good for nothing.

- Why does he say that to you?

He wants me to leave his side.

- Okay, Muhammad, do you like any other cartoons besides Gumball?

No.

- Why not?

Because they don't show that they're strong.

- Okay, Muhammad, do you think our country is good or bad?

Yes.

- Good country, what's it like?

People are united there.

- Good country, what's it like?

People live together happily.

- Muhammad, are the characters in the cartoons you watch, Gumball or just the capsule? Are there any others?

No.

- Can you name one more character?

The mayor and his men.

- Are they good or bad people?

- Is the mayor good, but the city councilor bad?

Yes, the city councilor is bad.

- Why is the city councilor bad?

Because he likes Gumball and helps it save people.

- Why is the city mayor a bad person?

Because he doesn't let Gumball and the city councilor be together.

- Why doesn't he let them be together?

He always puts Gumball in bad places so it can work.

- So Gumball and the city councilor are not together?

But they should be together.

- So, how does your story end?

Gumball and the city councilor have a fight.

- Muhammad, do you watch movies too?

Yes.

- What movies have you seen so far?

I've seen Hulk, I've seen Jana's film.

- What's the movie Hulk like?

It's like a cartoon, but in the movie, Hulk likes a girl.

- Why does he like her?

Because she's beautiful.

- So, anyone with long hair and pale skin is beautiful?

Yes.

- So, what does Hulk do in the movie?

He saves people and brings them together.

- Does the beautiful girl in the movie get saved too?

Yes, but she doesn't know that Hulk is saving her.

- How does she not know?

Because Hulk is embarrassed, he doesn't let her see him.

What happened to the girl at the end of the film? She doesn't understand who's going to save her.

Why does she not understand?

Because Hulk is beating him up, but Hulk leaves.

So why did Hulk leave?

Because he didn't want to ruin the girl's life.

Why is the girl's life ruined?

Because she had to live with Hulk, whom everyone fears.

How was John Cena's film?

She was taken away, then saved.

And at the end, who saves her?

Yes, but a bomb explodes and she goes into the water.

So what happened, did she survive?

Yes, and her mother (the child says going home with a happy tone).

Did you like Hulk's film more or John Cena's film?

John Cena's.

Why do you like John Cena's film?

Because it ends happily.

Muhammad Hossein, 5 years old, is a child of divorce. His mother is a carefree and laid-back person, and his father doesn't pay much attention to him. In addition, Muhammad Hossein has been sexually abused by his 11-year-old half-brother, who is a fan of violent literature. Therefore, Muhammad Hossein seeks solace in violent games and cartoons such as Zombie, Clash of Clans, Professional Wrestling, Thief and Police, and similar ones. By killing characters within these games, Muhammad Hossein is able to temporarily alleviate some of the emotional pressure caused by his experiences.

The interview with Muhammad Hossein (and his mother, who separately gave a brief interview about her son) went as follows

- How old are you?

Five years old.

- How many friends do you have at kindergarten?

Four.

- What games do you play together?

We play phone games, tablet games, gun games, and wrestling games.

- How is phone game?

We have many games on the phone, we play together.

- Is tablet game the same way?

Yes.

- What kind of games do you play?

We play Clash, Zombie, Professional Wrestling, Thief and Police.

- Did you create these games yourself?

Yes.

- From who did you learn it?

From my friends.

- Did you say that you play gun and wrestling with your friends?

Yes, but less.

- Why not more?

Because my mom and dad fight a lot.

- Do you only play on the phone?

No, I have Telegram.

- You said you have Telegram, what groups do you have in Telegram?

I have my friends' group.

- What do you send to them?

I send voice messages, but some of them are bigger and write longer messages.

- What do you say?

For example, something happened to me or I bought something.

- Are you going to tell me about it?

For example, my mom scolded me or my classmates beat me up.

- What do your friends say about you?

They like me, they say good things about me, they don't scold me at all.

- When you play on your phone, does your mom see what you're doing on it?

- No, it's not him, he doesn't look at me.

- You don't sit in front of him and see what he's doing?

He scolds me and gives me a bad reputation after that.

- Why?

Because I go to him.

- What do you do when that happens?

I don't go. I play games on my phone, but my mom doesn't come near me.

- When your mom doesn't pay attention to you, what do you feel towards her?

I don't like her. She doesn't want me.

- Do you like your dad?

Uh-huh.

- Do you go to your dad's place often?

Sometimes.

- Do you play games more with your dad's phone than with your own?

Yes, but my dad doesn't scold me like my mom does. Even my dad's wife is nice to me.

- How much do you play games with your dad's phone?

Not much

- What do you do then?

I watch children's programs.

- When your friends send you something wrong, do you show it to your dad?

Yes, even he laughs or when I talk to a girl, my dad looks at us, but doesn't scold me.

- For example, what do you send to your girlfriend?

I send her a selfie of myself, she sends one back, and we chat.

- How old is your girlfriend?

She's the same age as me, one of my friends.

- How did you get to know each other?

She said her brother sent her a message on Telegram, she saw my photo. From then on, we've been friends.

- Has something happened to you on the internet?

Yes.

- What do you see on the internet?

For example, my friend Naghme told me that her brother saw some bad pictures on the internet one day and said come see, so I went and saw them.

- Did your friend Naghme's brother show her these pictures?

No, he saw them secretly and wouldn't let her know he had.

- Did you only see the pictures?

Naghme said they were only bad pictures.

- When you wanted to see the pictures, what else did you see?

Advertisements.

- What are advertisements?

I don't know, it was an advertisement.

- Do they send you videos of boys and girls?

No, they don't send them, but I saw some with my dad's wife. He has a lot of those videos on his phone.

- How old is your friend's brother?

He's 11 years old.

- Don't you tell your mom or dad about these videos being on your friend's phone or showing them to you?

No, if I do, they'll scold me.

- You said that when they send you these things, your dad doesn't say anything?

Yes, he doesn't say anything to me, but then he doesn't see everything, and sometimes he gets into a fight with his wife over it.

- Have they ever gotten into a fight over it?

Not for those videos, but sometimes he goes out with his friends late at night and gets into a fight when he comes home. He thinks I said something, and beats me.

- Didn't you tell your dad?

- Why not?

Because then he'll scold me again.

- Do you go to your dad's house often?

No, more often to my mom's place.



- Has anyone ever approached you on Telegram and wanted to be friends or bother you?

No, I don't talk to strangers, but my mom talks to a lot of people.

- Has she shown you anything?

No, sometimes I secretly look at her phone, sometimes she talks on the phone and goes into the room, closes the door, and after a few hours comes out.

- Don't you ask your mom who she talks to?

If I ask, she says you're a nosy kid, go ask your dad, and then scolds me.

- Do you have a satellite dish at home?

Yes.

- What kind of movies do you watch?

War movies.

- Why war movies?

The actors in these movies are strong.

- Like which movies?

Movies that destroy everything, but I don't get destroyed.

- What does your mom watch?

My mom either watches TV or goes out with her friends, and I'm alone at home.

- Does your mom go out without taking you with her?

No, she doesn't even buy me clothes. She says go ask your dad to buy them for you, it's his responsibility.

- How is your dad's house?

They don't have a satellite dish.

(I couldn't talk to Muhammad anymore because his voice was choked with emotion. He blamed himself for the problems in his parents' relationship and saw injustice every day).

Interview with Muhammad's mother:

- Hello.

Hello.

- do you know that children today spend a lot of time in the virtual world?

Yes, it's true. Today is the era of communication.

- How does Muhammad use his phone and tablet?

Muhammad always plays on his phone and tablet, even if he hasn't eaten for playing games.

- What is your reaction to Muhammad's actions?

I can't do anything, he loves playing with his phone, and I let him because you shouldn't force a child to do something they don't want to do. This can damage the parent-child relationship and harm the child.

- How is your relationship with Muhammad?

It's like a typical mother-son relationship.

- Can you explain more?

Yes, it's an emotional and loving bond that Muhammad needs to experience. Thanks to my separation from his father, there hasn't been any damage to our relationship.

- Has Muhammad told you anything about his relationship with his father?

I don't intervene in such matters.

- Are you aware of who Muhammad's friends are on Telegram and what kind of conversations he has with them?

He's friends with some people on Telegram.

- Doesn't Muhammad show you anything?

I believe that if we intervene in a child's affairs, we drive them away from themselves.

- Has Muhammad ever asked you about how to use Telegram or the internet?

No.

Do you think he needs to be taught by someone else?

No.

- Do you think this indifference will lead the child astray?

I'm not indifferent, but I don't intervene in his affairs either.

Do you know what kind of games Muhammad plays?

He plays games, that's all.

- Do you also use the internet?

Yes, a lot.

- Do you teach Muhammad how to use it?

I'm on my own phone, and Muhammad is on his own phone.

- Did Muhammad say that sometimes you leave him alone at home?

Yes, sometimes I go out with my friends, and Muhammad stays home alone.

- Why didn't you take him?

- It's better for him to stay at home.

- Why? Wouldn't it be better if you came with him outside?

I know what's best for him.

- Has Muhammad ever told you that a stranger contacted him or sent him unrelated pictures?

No.

- What is your view on communication with the opposite sex?

I don't have an opinion, because nowadays everyone has this kind of communication, and those who don't are old fashion.

- How about a 5 or 6-year-old child?

They also need to learn. In today's world, children know things that we don't even know.

- Muhammad told me he plays war games. Do you think these games are suitable for his age?

Many boys like playing these games, and it's normal for boys to play war games and fight.

- Are you satisfied with your relationship with Muhammad or do you think you're not paying enough attention to him?

I haven't been neglectful, if Muhammad gets hurt, it's from his father's side.

This is an interview with 6-year-old Mahsa, a young child who has been interviewed. Mahsa is a child who sells gum by collecting scraps from the neighborhood shopkeeper and her father earns a little money by collecting garbage. Her mother also helps with household chores and living expenses, but this work has worn her out and given her back pain. Mahsa's sister also has a limp due to her illness.

Watching cartoons (even if it's just on TV and hurts Mahsa's eyes) is a field of realization for her, meaning that she loves SpongeBob SquarePants because the crab is rich and the octopus has a peaceful life. Similarly, Mahsa loves the program Gol and Balbal because it's a peaceful neighborhood without problems or difficulties, just like she sees in her dreams. If they go to the Gol and Balbal neighborhood, her mother's and sister's pains and her father's problems will be resolved.

The interview with 6-year-old Mahsa shows that first, games, animations, and cartoons can be a field for emotional release for their users, and secondly, determining good and bad individuals in games is dependent on a child's understanding of their own life experiences that shape different patterns of play for them.

Mahsa, do you have a sister or brother?

I don't know what a sister or brother is.

- Ah, so you mean you have an older sister and brother? 2 older sisters.

- And what are their names?

Sara and Marwa.

- How nice are their names, are they younger than you?

Yes.

- You really love them?

Yes.

- Mahsa, does your father go to work?

Yes.

- What does he do?

He leaves a bag of sugar and flour on his back, and takes it home (the child says this with tears in his eyes, but controls himself).

- Why did you get upset, dear?

Because it's very heavy, it hurts his back and legs even when he comes home.

- Mahsa, does your mother also work?

Yes.

- What does she do?

She sews.

- How nice that your mother sews?

No, it's not good.

- Why isn't it good?

Because her back and neck hurt a lot.

- What do you do for work?

I do it to earn money for my mother.

- Why do you give money to your mother?

So Sara can go to the doctor and get better.

- Is your sister sick?

Yes.

- How did Marwa get sick?

It hurts her and she can't walk much.

- What kind of cartoons do you watch?

- SpongeBob SquarePants, Tom and Jerry, Pink Panther, Uncle Poorang ( a Persian show) .

- Good Mahsa, can you tell me what kind of games are played in the SpongeBob SquarePants cartoon?

The dad is always laughing and Patrick is annoying Squidward.

- Why is Squidward annoyed?

Squidward wants his home to be peaceful, but Dad and Patrick are always making a mess (the child laughs as they recall the actions of SpongeBob and Patrick).

- Do you think their behavior is right that they cause so much mess?

No.

- Why not?

Because they won't let Squidward sleep.

- What do you like more than anything else in SpongeBob SquarePants?

The crab.

- Why do you like the crab?

Because it's very rich.

- Mahsa, how many friends do you have?

I don't like having friends (the child becomes upset and blushes slightly).

- Why don't you like having friends?

Because others call us dirty.

- Why do others call us dirty?

Nothing.

- Mahsa, you don't have to be embarrassed in front of me, be calm dear?

Dad goes to work and collects garbage after work and sells food.

- Isn't it bad that your dad works hard? But others say it's dirty. Only Uncle Masoud is nice to us.

- Who is Uncle Masoud?

The shopkeeper on the corner, he just gives me gum and I sell it.

- Does he take money from you because of the gum he gives you?

No.

- Do you like the program Uncle Poorang

- Yes.

- Can you tell me what's going on?

Uncle Pounch and his friends, mother and father, live in a neighborhood with flowers and birds.

- Who do you love most in that neighborhood?

Everyone.

- Why do you love everyone?

Because they help each other and I was very happy with mother, father, Maryam, and Marwa when we were there.

- Why, isn't the neighborhood with flowers and birds like that?

It's clean, has trees, is beautiful, and everyone is kind.

- Mahsa, do Sara and Marwa also watch your favorite cartoons?

Yes.

- What cartoons do they watch?

The same ones I watch.

- Ah, do you all watch the same cartoons together?

Yes.

- Do you all like those cartoons?

Yes, my eyes hurt, but we don't watch them anymore because our patience wears out.

- Why do your eyes hurt?

The TV antenna is broken.

- Mahsa, do you love Uncle Pounch's program more or the neighborhood with flowers and birds more?

The neighborhood with flowers and birds.

- Why do you love the neighborhood with flowers and birds?

Because I want to be there all the time. I even had a dream about it.

- Did you dream about the neighborhood with flowers and birds?

Yes.

- What did you dream about?

I dreamt that mother, father, Maryam, Marwa, and I were living in a beautiful house in the neighborhood with flowers and birds, and Sara was also well.

## **2-12- Encouraging Children to Enter the World of Imagination**



Imagination is a cognitive process that includes recalling images from memory (reproductive imagination) or creating new images (productive imagination). Imagination can be observed in children from an early age. For example, when a 5-year-old Rad sees his mother's phone ringing, he puts a toy phone to his ear, mimicking his mother's action.

In the years before school, children's imagination becomes more intense. For instance, a child may pretend to feed his doll by giving it small pieces of paper or grains, or even other small objects. When it gets cold, he will cover his doll with a blanket and when it gets warm, he will remove its clothes.

Parents may sometimes witness their child's imagination growing as they accept a stuffed animal as a companion. For example, Ahmed, a young child, would tell his mother that his Ahmed in the street was also injured when his own hand was injured.

As children enter school, they take a step into a new social life and discover that society functions in a powerful way. They can no longer easily indulge in their imaginative play at school or on the street because, for instance, their teacher will not accept their idea of talking to the moon or sun or clouds. If they continue to express these ideas, they will be reprimanded.

Children's imagination has multiple functions. Creativity theorists consider imagination as the fuel for creativity and argue that individuals with an abundance of imagination are better prepared to solve creative problems.

Piaget also defines creativity as the ability to remain creative during childhood (which is full of imagination).

Other functions of children's imagination include:

- \* Increasing empathy between children and others
- \* Improving children's language skills
- \* Increasing children's confidence and social skills

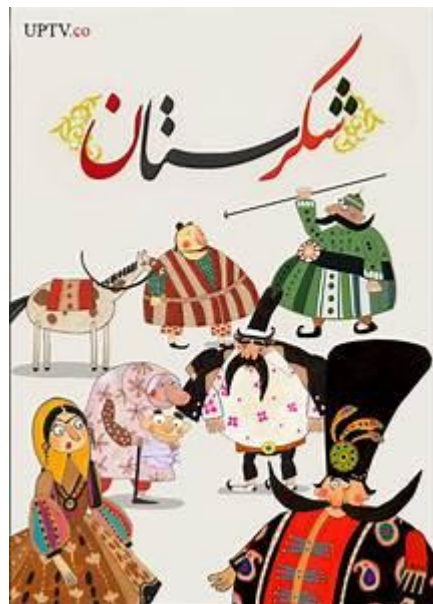
\* Facilitating abstract thinking and overcoming childhood fears

Increasing empathy means feeling understanding, recognition, and sense of unity with others. For example, a child who plays the role of a doctor, police officer, gardener, teacher, or mother can prepare himself to understand the feelings of others. He can comfort his doll when it is hurt and tell it that its pain will soon go away because he also got hurt and his pain went away.

Improving language skills is another aspect of children's imagination. Children use different roles to create their imaginative games and try to progress their game using the vocabulary of those roles. For instance, a child playing the role of a police officer tries to teach his doll traffic laws.

Children's imagination can contribute to an increase in their self-confidence. For example, when a child imagines himself as the protector of his city against extraterrestrial beings and saves the people, he feels more confident in himself.

Imaginative play can also enhance children's social skills. For instance, when a child takes on the role of a mother, father, teacher, or vendor, he is forced to behave according to the circumstances and situation of the character he has taken on, which increases his social skills.



Children's imagination can also help facilitate abstract thinking. Children up to the age of 12-11 are primarily concrete thinkers, and their early logic responds correctly to physical and tangible

objects around them. However, abstract thinking without considering physical and tangible objects requires hypothetical thinking, which enables children to solve complex problems. Imagination helps children separate themselves from their surroundings and move towards abstract thinking by taking them away from the presence of physical and tangible objects.

Finally, imagination can be a space for reducing (or increasing) childhood fears. For instance, when a child takes on the role of a hero, he can fight against evil monsters and defeat them. Such behaviors lead children to feel brave and powerful alongside these characters, reducing their intense fear caused by hearing stories about extraterrestrial beings and similar entities from their friends.

However, as mentioned earlier, children may use media productions that are imaginative to further develop their imagination, leading them to create content that they do not consider impossible in their imagination, such as having supernatural powers (e.g., flying, teleportation) or interacting with fictional characters (e.g., superheroes, mythical creatures). In this case, children may become frightened by these powerful and aggressive templates they have seen on screens or computers and even lose their mental balance by confusing reality with imagination.



(The third child): I'll tell you about the animated movie I saw, it was so scary! There was a lady with a sword, and she was talking to someone, saying 'You're my father, you're dead!' Then she turned white and it was so scary!

(The third child): Eragon is here.

(The third child): This Eragon is from ancient times, you can see it on his heart, it's time.

(Roksana): Do you like Spider-Man?

Yes.

Why?

Because he helps me?

How does he help you?

One time our house caught on fire, and he came and saved me.

Are you serious? Our house caught on fire?

Yes, Spider-Man saved me. He flew up to the sky, then we went to get ice cream together.

How great, so you got to see Spider-Man up close

Yes, daddy, I love him.

Do you love him?

Yes, because one time a very big snake came and wrapped around my neck, Spider-Man came and killed the snake, threw it out, and saved me.

Oh wow, that's great... Spider-Man always helps you?

Yes.

Why does he help you?

Because he's kind.

Where did you say kind?

Because he helps everyone.

Roksana told you that Spider-Man comes to your house.

Yes, but next week he's coming again.

For what is he coming?

He's coming to help me do something, I can't do it myself, that's why I said he's coming.

What do you want to do that you need his help for?

I want to change our house.

Why don't you like the house you're living in now?

No.

- Do you want to move your house to a different place?

Yes.

- Spider-Man will help you.

- He'll tie up your shoes.

- You told me that Spider-Man helped you once... can you tell me about it too?

Yes, I was once caught in a fire, and I called him, and I said I'm stuck in a fire, and since he's very kind, he saved me.

- Do you have Spider-Man's phone number?

Yes.

- Does Spider-Man have a phone?

Yes.

- Can you give it to us so we can call him too?

Yes.

- We'll write it down. 4592688.

- If we call him, will he answer?

Yes.

- That's great, so whenever we need help, we can call him and get help?

But this number belongs to someone who needs help, very much.

- Roksana, you're very good with Spider-Man, can you call him and talk to him?

I'll call him.

- Go ahead and call him.

(Roksana laughs)

- But didn't you say you're going to call him? He's coming?

I'll call him, hello, how are you doing? (makes a phone gesture with her hand)

- You're calling him, but he's coming?

Yes, it was morning and I was sleeping, I was having a dream, and I called him suddenly.

- If you're calling him, then how did he save you from the fire?

He came flying up and down.

- Did you see Spider-Man?

No, I only see him in Star Park.

- In the park? So why didn't I see him?

If you want to come with us tomorrow, you can see him.

- Are you going to go to Star Park tomorrow to see Spider-Man?

Yes, he's not well, tomorrow I'm going to take him soup because he's sick.

- Why is he sick?

Because he got caught in a fire once, and he went there, but didn't die, but got sick.

- Did the doctor take care of him?

Yes, the doctor said he needs medicine and soup.

- You're not going to visit him?

I'm going to visit him, but now he's better, but he's still very sick.

Where is Spider-Man's house?

I'll go there and then come back.

- So you're going... What's his house like? Can you tell us too?

It's a triangular building... Here's a triangle, and there's a triangle there... it has an elevator.  
(Roksana, 5 years old)

The boys' responses to the fictional themes presented in the games are shaped by their own interests in conflict, dominance, and achievement:

- Where is Benten?

A person with a green costume. He has a clock. It has many strange creatures inside.

- What kind of creatures are they?

Ice creatures. I'm a dinosaur, I'm bigger than my four hands.

- ...But you're not Benten now, you're not a dinosaur.

Sometimes I change. When I want to be Benten, I change.

- You said the creatures come out of your clock, do you have a real Benten clock?

I had one before, but it broke. I want to have a real one. I want to have real animals.

- Are you not afraid of those things when they come to our house?

No, I see them.

- Really? Who sees them?

When thieves come to our house at night, I set my clock alarm and the creature comes out.

Mehrad: The police are coming... la la la! And then I'll tie him up with a big handcuff! Who knows what he's doing? (6 years old)

- Did you say what you're seeing?

I'm seeing a zombie game.

- Zombie game?

No, I'm just seeing a little bit. Why are you joking. I'm seeing a toy gun game. Then also a war game.

- Are you playing zombie game?

I already said (laughs).

- No, did you say you have zombies?

Oh, I have only one zombie. That man turned himself into a zombie. For example, no one would touch him.

- You said it's a game or a movie?

It's just a game.

- You said it was real. Like those real zombies came. I just pretend that this man did it. Then that man killed the zombie.

- Were you not scared of the zombies?

No, I was very angry at the zombies.

Artin: I was sleeping today, and the zombie came out of the elevator to our house. I ran out to him, tap tap, and killed him. (6 years old)

Girls also respond to fictional themes presented in games, shaped by their own emotions, and create their own fictional worlds:

- I like to be a beautiful sleeping beauty, and I have a Cinderella doll, and I wish to tell it that my doll is beautiful, and we can sleep together, and when we wake up, we'll play together and get a lot of candy every day.... (Rihaneh, 6 years old)

Tangled's hair is very good and helps others.

- How does she help others?

With her hair.



- How does she help others with her hair?

Tangled's hair is magical, if someone's hand is hurt, Tangled wraps her hair around their hand, and it gets better. When she sings, if someone touches her hair, they become young again.

- Why is Tangled's hair magical?

Because when she was born, a drop of sunlight fell down from the sun, and it turned into a flower, and then the queen gave that flower to Tangled's mother, Tangled's mother became the queen of hair magic.... (Milisa, 6 years old)

Milisa: Do you want to be like Tangled?

Yes, auntie, I really want to be like her.

- Why do you want to be like Tangled?

Because if I'm like Tangled, my hair will be magical too, and then I can heal the sick, and then my grandma and grandpa will become young again...

However, some children are so captivated by frightening fictional themes that they may be traumatized and experience sadness and despair in the future. For example, a 6-year-old who wants to be like Elsa may experience disappointment:

- So you want to be like Elsa in everything, hair, clothes, and...?

Yes, I want to, but only my clothes, I want my hands to be like Elsa's.

- What's so special about it?

Well, look, for example, she can build a big castle with her icy hand.

- Good?

I saw a movie about it, and she built a big castle with her hands.

- Do you think there's someone in the real world who can build an icy castle?

Yes, Anna and Elsa are real, my friend's picture is on the internet.

Some children also ruin their mental state with their sick fantasies

- Why do you want to be like Benten?

Because he's very powerful, when he winds up his clock and becomes a creature, he can take down everyone. My aunt has wound up her clock, and a icy creature came out, then everything froze, and the dishes at home broke.

- Do you think Benten is real?

It's real now, I see him.

- Is Benten stronger than God?

Benten is stronger, because he has a clock and power.

- Is Benten stronger than your dad?

I said that Benten is stronger, bigger... (Radion, 6 years old)

...I have another game, I can go in it. I mean, I can press a button and go in. I'm going in the game...

- How do you do that?

For example, I'm playing a game, then I press a button, and I'm beautiful inside... then maybe I become an enemy. Superman appears above me, then I shoot him with a gun... when I shoot him with a gun, then he dies... I say 'oh', I'm stronger...

- Uh... don't you love Superman?

Why do I love him? But I become Spider-Man, my friends come with me to school on the tablet... then I become Spider-Man... they think of me as bad... then Superman and I fight together.

- Which friends are they? The same friends who come before school?

No, those who come to our home. We go with them.

- So you're going to play with your friends on the tablet, and then you'll fight. At that time, your aim is getting worse and worse. It's not real, it's not dangerous anymore...

Look, there's a place where you can't even get hit by a bullet. There are no more real guns... those aren't the ones that are real, you can't shoot them. First, I used to do it like this... I would climb up

high and shoot at bad people with my friends. For example, my friends would think of me as a bad person, and I would become Spider-Man.

- So it's much more fun when you're in the tablet. Then what do you do when you come out?

My own clothes have a special button, I press it and come out from the tablet. If my battery runs out, then I recharge it, and then, after a little while, I'm already inside the tablet again.

- Ah, but... this way you're getting electrocuted!

No, we just get smaller, and then we come out easily with our friends. We become smaller and smaller, and we can pass through walls. We can't pass through walls from inside. We pass through a hole like a mouse.

- So there's another game like this that you play on the tablet. What else do you play?

I play with my toys, and I make something broken become fixed. I hit it with a hammer until it breaks, and then it becomes fixed again. Then we shoot each other.

- Can you tell me a little about Batman too?

There's another Batman who flies in the air... . He doesn't even know what air is, but he flies with his own eyes... . Then when he has a light, he goes to that place... . Then when he sees the light, his eyes open wide, and from there he gets power... . He becomes a lamp... he sees... then I become my Spider-Man again, and I shoot at him in the air... .

## **2-13-Narcissism**

Narcissism, or self-absorption, refers to an excessive love for oneself and reliance on one's own inner self-image. Individuals with narcissistic personality disorder have a grandiose sense of self-importance and believe they are unique and special. They think they deserve special treatment and are extremely sensitive to criticism. They can become angry or dismissive when someone criticizes them, and they only accept their own opinions. They often seek fame and fortune, and their relationships are fragile and transactional.

Although discussing narcissism in preschool children may seem premature, considering the decrease in age of onset of psychological problems due to the widespread use of new communication technologies and the creation of a like-obsessed culture in social media, the formation of early patterns of narcissism is not far-fetched.

Young children who use advanced communication technologies are exposed to others who are more beautiful, younger, richer, and more extravagant (or manipulated by Photoshop), which can lead to feelings of anxiety, depression, low self-esteem, and poor body image. Similarly, the frenzy of liking and being liked in social media is so intense that sometimes parents take photos or videos of their children after dressing them up and post them on Instagram or other social media platforms to compete with their peers.

The frenzy of liking and being liked is so intense that some preschool children have also become aware of it and try to present themselves in a certain way by posting photos or videos of themselves to gain attention from others. Few children who are attractive enough to gain attention from others may easily fall into the trap of narcissism.

For example, some individuals with narcissistic tendencies try to gain attention by uploading various clips on YouTube and becoming famous.

In field interviews conducted with preschool children, some children expressed that they try to gain attention from their peers by pretending to be like popular characters in games, cartoons, and animations:

- What did you draw?

- Look, I drew Elsa. Look at Elsa's hair! She has all sorts of magic powers. A doll should be like Elsa, pretty, smiling, tall, with long hair, wearing beautiful clothes... I want to comb my hair like Elsa's too. I'll dance and sing a song. I really love Elsa. I want to wear clothes like hers too... look at her playing on ice... I want to go with Elsa until everyone sees me.

These children may think that by imitating Elsa's appearance or behavior, they will be able to gain attention from their peers and feel good about themselves. However, this excessive focus on

oneself can lead to feelings of inadequacy and low self-esteem when they fail to meet these unrealistic expectations.

As a result, parents should be aware of the potential risks associated with early exposure to social media and the emphasis on physical appearance and popularity in childhood. By promoting healthy self-esteem and self-acceptance in young children, we can help prevent the development of narcissistic tendencies in later life.

Other children in the interviews mentioned that their parents post their photos on Instagram or ask them to pose for photos and videos to be posted on social media to gain likes from others.

One preschool teacher reported that a 4-year-old child named Baran would ask his mother to take his picture and post it on Instagram so that his photo would get likes. Baran would also ask his mother to send videos of him and his dolls to his acquaintances.

A 5-year-old child in an interview explained how social media has created a platform for self-promotion:

- Do you have a phone?

- Yes, I do!

- What do you do with it?

- I just play.

- Don't you call or take pictures?

- I can't call because my phone isn't connected, but sometimes when I'm getting ready to go out, I take pictures of myself.

- When do you like to get ready?

- When I'm going out, I wear makeup.

- Do you like wearing lipstick?

- Yes, I love it! When I'm going out, I have to wear it, and if my mom doesn't let me, I get angry.

- What picture do you post on your profile?

- Pictures of myself, flowers, and my dolls.
- Why do you post pictures of yourself?
- Because I want everyone to see me, and when I look good, I take pictures and post them so that everyone will say how good-looking I am.
- If you post pictures of yourself, will your parents scold you?
- No.
- Why won't they scold you?
- Because they also post pictures of themselves on their profile, so why should they scold me?

- What will you do with your phone when you grow up?
- I'll download pictures, install games.
- What kind of pictures?
- Pretty pictures of nature and forests, of dolls.
- What will you do with these pictures?

Nothing, I like having it.

- What games do you install?
- Makeup games.

A 6-year-old child also mentioned in their interview that they observe self-absorption in their friends. They mentioned in part of their interview:

- Do you like to do makeup like Barbie?
- Yes, but only at parties, my mom lets me wear lipstick.
- Does your mom wear makeup or do you wear makeup like Barbie?
- I wear my own makeup.

- So, do you have your own makeup tools?
- No, I just have a small lipstick. My aunt bought it for me... .
- What do your friends say about the pictures they send to you?
- They say something like 'Parvina's picture is sent to her friends'. Nahrin also watches her dancing videos.
- Has anyone ever told you something bad about yourself?
- No, only Parvina took a naked picture of herself and sent it to her friend. She showed it to me too... .
- Can't your dad or mom use Telegram?
- Mom.
- Why not?
- She's worried that it's like Parvina taking a naked picture of herself and sending it to her friends.

Therefore, unlike many people who, when interacting with social media, evaluate their appearance and body as average or less than average, some individuals who are blessed with more beautiful appearance and body may try to gain likes from others by sharing pictures and videos of themselves on Instagram or other social networks, and as a result, they may be inclined towards feelings of self-absorption.

## **2-14-The fulfillment of love in children and adults**

The fulfillment of love in children and adults is a complex phenomenon that involves various aspects of biological, emotional, social, and spiritual dimensions. The existence of these dimensions, which vary in weight depending on the individual, makes it difficult to understand love correctly.

If we consider the concept of love at a lower level, we can examine it in children. In this case, the complexity of love appears to be more evident because children's cognitive development has not yet reached the level where they can understand abstract concepts. As a result, their understanding

of love is concrete and physical. Moreover, children may receive conflicting definitions of love from various sources, including individuals and media, which can lead them to respond to the question "what is love?" by simply reflecting those definitions.

The results of one of the researcher's studies on the concept of love, which was conducted among 6-3-year-old girls and boys, indicate that children's understanding of love is relatively correct, with over 40% of them believing that love is "loving someone very much".

Mulla Sadra describes the fulfillment of love in children and adults as a result of the convergence of four components:

1. The naturalness of love.
2. Children's and adolescents' concrete thinking.
3. The lack of cultural preparation for using digital media among children and adolescents.
4. The generational changes of the new generation.

Mulla Sadra mentions the naturalness of love. Similarly, if we examine the first loves in the world (which date back to 3500 years ago), we can see that the first love poems in the world are no different from those written today. This supports the idea that love is natural and innate.

Children's concrete thinking is another important factor in the emergence of love in children and adults. Children's thinking is concrete and physical, whereas adults' thinking is more abstract and nuanced. For example, if we ask a 10-year-old boy and a 16-year-old girl to describe themselves, the description given by the 10-year-old boy would be physical and concrete, whereas the description given by the 16-year-old girl would be more abstract and emotional.

The component of lack of cultural preparation for using digital media suggests that due to the neglect of cultural preparation in society, family, and education systems, children and adolescents are exposed to threats in digital media and may have a limited understanding of love. They may equate physical intimacy with love.

Therefore, we can expect that love in children and adults will be characterized by a lack of abstract dimensions and will primarily be focused on physical aspects such as height, weight, etc.



In the end, if the transformations of a new generation (or, in a broader sense, the generation that is currently in elementary school and continuing their education) are considered, it is possible to find astonishing changes in their cultural, social, ideological, political, and even economic perspectives. This can sometimes lead to conflicts and even confrontation between them and their elders.

The components that were mentioned earlier as affecting the influence of these factors on childhood-adult love can lead to a love formation that can be identified in the following operational definitions:

- \* A sensual view of love
- \* Special attention to physical attractiveness
- \* The prominent role of materialism and consumerism in shaping love
- \* The effort to present oneself as attractive and deable
- \* The blending of relationships with pornography
- \* The display of relative self-centeredness
- \* The presence of violence in love
- \* Threats to one another
- \* Theft of one's partner
- \* Low patience during the course of love
- \* Justifying financial exploitation
- \* Justifying deception
- \* Justifying taking revenge on one's partner
- \* Viewing love as a game (a "playboy" or "player" mentality)
- \* Undervaluing oneself
- \* The acceptance of relative immorality in romantic relationships
- \* Accepting multiple partners or romantic relationships

- \* Showing off one's dual identity in love
- \* Accepting shared love
- \* Forming love quickly
- \* Bringing love to a quick end

These factors can lead to conflicts and power struggles between young people and their partners, as well as a lack of emotional maturity and responsibility in their relationships.

Based on what is logically presented in the book "Love in Childhood and Adulthood", it can be inferred that the concept of love becomes more profound as children grow and develop, particularly during their elementary school years.

A field study on the concept of love in preschoolers who use advanced communication technologies, such as cartoons, animations, and satellite TV shows, which somehow address the concept of love, shows that these children often imitate these concepts without fully understanding them. For example, the statements of 4-year-old Mehri and 6-year-old Sara are examples of this:

"- How many close friends do you have?

Two.

- What are their names?

Ehsan and Elsa.

- Are they the same age as you?

No, Ehsan is older than me, and I love him. I want to get married to him.

- What does love mean?

It means getting married to someone else.

- Do kids get married?

Well, I first want to become a doctor, and then I'll get married to Ehsan."

"- What kind of feeling do you get when you love someone? What kind of thoughts do you have?

For example, I think she's nice or... maybe she'll become a prince, and I'll become Cinderella, and we'll dance together."

"- So, what you're saying is for whom are you sending this sticker?

For my mother Mahatab, for my friend Zinab, and once I sent it to someone else for myself. My mother scolded me.

- Whom did you send it to?

To Qobad!

- Who is Qobad?

Qobad is the one who married Shahrzad.

- Did you have his phone number that you sent the sticker to him?

Yes, it was on my mother's phone. Once my mother showed me his pictures on the internet.

- Why did you send the sticker to Qobad?

Shhh (whispers) because I like him very much. Maybe I'll get married to him later."

"- What happens if you get married?"

"I'm going to get married, I'll wear a long dress, like my doll that has a wedding dress, and it will hold my hand and we'll go home, like Barbie. Then I'll have a baby. Have you seen those Barbies that have babies in their belly?"

"No, I haven't seen it. A Barbie has a baby in her belly."

"Do you like being like that?"

"Yes."

The statements of 5-year-old Bahar, Maryam, Sara, and 6-year-old Parham indicate that children have an initial understanding of love as a deed to make sacrifices or spend money to obtain it. For example:

"- If you send a photo to Reza (your boyfriend), what will happen?"

He'll be upset.

"- If he's upset, what will happen?"

He'll go with another girl.

"- Why should he be upset because of you?"

Because he thinks you don't love him.

"- Does that mean if you don't love him, he'll be upset and go with another girl?"

Yes.

"- And you don't like it at all?"

No.

"- If Reza asks you for something, what do you say?"

I don't know.

"- For example, if Reza's phone is lost, and he asks you for yours, do you give it to him?"

Yes.

"- Then what do you say to your mom and dad?"

I'll tell them I lost it.

"- But you didn't lose it."

I know.

"So why do you want to lie?"

If I tell the truth, they'll scold me.

"- So you're lying because of Reza, so your mom and dad won't scold you?"

Yes.

"- Why do you like the cartoon Elsa?"

Because she's cool.

"- Where is she cool?"

Her story is exciting. It's suspenseful. You want to see what happens next. Oh, that place where Anna and the boy hold hands like this (makes a heart shape with her hands) and the boy is very bad, Anna doesn't love him, and he's teasing her. Anna believes it."

"- Sara, what were Anna and Elsa doing in the castle?"

At first, they were good friends, but then Elsa became bad and bothered everyone. She made everyone cold. They had a snowman named Olaf, and he was very funny. I also made a snowman, and my mom hit me on the wall of our classroom.

"- What happened next?"

Then Anna became very kind and laughed with everyone. There was also a boy named Kristoff, and he loved Anna very much. He helped her make things right with Elsa. There was also a boy who pretended to love Elsa just to get her castle.

"- How did you figure it out?"

What did you do?

"- The boy lied."

But when Elsa became kind again, she threw him into the sea, and they took him away from their city. Anna also thinks she'll get married to that boy, because he loves her so much (laughs).

"- So anyone who loves someone will get married to them?"

Yes, they'll stick together, be kind to each other, and both are beautiful.

"- So they both have to be beautiful?"

I don't know, they just have to like each other.

"- Do you like someone?"

Yes (laughs).

"- What do you say about it?"

It's beautiful, I love her hair very much. It's always like this (moves her hair to the side) and she uses hair dye.

"- Does she love you too?"

Yes, she always gives me her colored pencils to use. But my mom says don't give it to anyone else.

"- Do you want to get married?"

(laughs) I don't know, I'm still too young. It's a secret.

"- Do you give your colored pencils to him too?"

I give all my colored pencils to everyone, because my mom says I should help everyone. God loves kind people, and my mom also says that God loves children who listen to their parents.

"- So does God love you?"

Yes, I'm not like Elsa, who was mean. She was bad-tempered and once wanted to hurt Anna, but I help everyone like Anna, and I listen to my mom and dad. I don't lie, and God loves me.

"- So you don't tell your secret to your mom?"

Which secret?

"- The one you said you love him?"

Why did I say we're friends? He's a very good boy, but I didn't say I love him, maybe my mom will scold me.

"- But since you haven't told him yet, how do you know?"

I don't know, maybe I'll tell him.

"- Okay, where are you going with your friend?"

Nowhere, just school. We eat together, laugh together, and play together.

"- What kind of games do you play?"

Tag game, slide game... One time he brought me a green tomato as a gift, and he's very kind, like my brother who buys me cake."

"- So Parham, what characters from cartoons or movies do you like?"

- Daphne!

"- Can you tell me more about it?"

A woman works in a company, and her brother is the CEO. Another company stole their design. This woman gave away the design to the other company. Her name is Yasmin. She wrote on Telegram that everyone knew about it. Then her boss found out, and Yasmin left that company. I really liked this cartoon because everyone loves each other. One person loves one person, and another person loves another person. To be honest, I fell in love too!

"- Who did you fall in love with?"

I fell in love with Sara. There was a girl here last year, and she was very beautiful. There was also a boy named Mehdi. Both of us were in love with Sara. That's why we always fought and argued. Because I thought Sara was mine, and he thought Sara was his! One day I came to school, and saw Sara saying she was going to Australia. I hit my head. Since then, I've been very sad, and my sadness hasn't gone away at all.

"- Is your heart heavy for Sara?"

Yeah, because I loved her. I wanted to get married to her when I grow up. My heart is very heavy (starts to cry).

"- It's clear that Sara's going away has made you very upset."

Yeah, she was my love. I've been sad every day. Now I've decided that when I grow up, I'll go to Australia and find my love, and get married to her.

Although the natural existence of love can to some extent evoke the dimensions of love in children's minds, but we must pay attention to the fact that young children who are in the period of concrete thinking and do not have abstract thinking, have a concrete and tangible image of love, and may reconstruct and represent the concept of love in a way that is influenced by their surroundings, such as the scene of an unmarried girl and boy dancing together (like the cartoon Cinderella and many other princess cartoons) which is not well accepted in Iranian culture. The interview with Siamak, 6 years old, who is thinking about getting attention from girls by becoming muscular, is a clear evidence in this direction:

"- Siamak, do you like cartoons?"

I like cartoons, but there's a film that has both cartoons and people, and it's very cool. I don't get tired of watching it.

"- What's the name of the film?"

Lost Island. It's very cool.

"- Who do you like in Lost Island?"

The one I really like is called Kang.

"- Why do you like Kang?"

Because he's strong, his body is muscular, and he has six packs (six pack).

"- Six pack means what?"

You can see how many layers his muscles are. I also have a cousin who is a six pack, like Kang. He's very muscular.

"- Do you also want to be like Kang and have six packs?"

Yeah, I really want to go to the gym, but my mom doesn't let me. But when I grow up, I'll definitely go.

"- Why doesn't your mom let you go to the gym?"

I don't know. She says it's not good for me.

"- If someone has six packs, what happens?"

When someone gets six packs, they become strong. They become handsome. That time everyone looks at them. Especially... .

"- Especially who?"

(starts laughing and says): "Girls"

## **2-15- Irritable Behavior**

Some children may occasionally exhibit irritable behavior, and in situations where other children are not irritable, they may scream, become angry, or throw things. They may also threaten, insult, or hit their family members or caregivers. Some children may exhibit strong physical reactions, such as hitting their head or throwing themselves on the floor.

Children who exhibit irritable behavior are often sensitive and exhibit unpredictable emotions. They may easily become upset over minor issues and create a commotion.

Common causes of irritable behavior in children include: Biological factors, Family conflicts, Observational learning, Jealousy, Fatigue, Hunger, Illness, Child's anxiety.

Some children may be irritable from birth, exhibiting behaviors such as excessive crying, irregular sleep patterns, and difficulty with eating and digestion. They may also exhibit tantrums and aggressive behavior, and may experience sleep disorders such as bedwetting. These children may be prone to anxiety and separation anxiety, and may exhibit behavioral problems such as throwing toys and hitting walls.

Caregivers of these children are often anxious and stressed themselves, and may have experienced traumatic events during pregnancy. The child's behavior may also be influenced by the family environment, with conflicts between caregivers contributing to the child's irritable behavior.

Other factors that may contribute to irritable behavior in children include: Sex (aggressive behavior is more common in boys than girls), Jealousy, Fatigue, Hunger, Illness, Child's anxiety.

Research has shown that advanced communication technologies used by young children can lead to irritable behavior. Some examples of these technologies include: Playing digital games with intense excitement by the child, Engaging in games based on winning and losing, Restricting caregivers' use of technology by children, Observational learning by children about how to solve emotional problems through digital games, Creating dependency in children on games, cartoons, and animations, Excessive fatigue by children during gameplay, Problems arising from children's use of technology.

Muhammad Taha, 5 years old, described his experience with playing games with excessive excitement in an interview:

"Well, look at this game. It's the same one I showed you earlier?" (he was referring to the game "8th Attack" which was introduced to him, but on his phone, he had installed "8th Attack 2")

"No... it's not that one. Let me see what's going on. Ah, yes! This is my brother's game too."

"What's with your brother?"

"Well, his stuff is just like everyone else's. Only his ground and rock are a different color."

"How did you know everyone else's stuff is like that?"

"Just look at yourself. Don't distract me."

"Oh, oh, the enemies have come."

"I'll start fighting with RPG now."

"Why are you fighting with RPG?"

"Well, his gun is bigger. They die more easily."

"You're good at this game. I don't know what kind of gun to use."

"I knew from the start."

"Before that, did you know what to do?"

"I had an uncle who used to play with me. Look at this picture. This is how my uncle used to play with RPG. He would fight against Iraqis."

"Why did you fight against them?"

"Because they wanted to take our homes."



"Well, what would happen if they took our homes? They killed all of them."

"Let me play the game again, daddy. My head hurts... ."

"Ah, no! You're going to do something bad!"

"I'm going to take a break first. Then I'll play again."

"You don't have a tablet."

"Can I just play a little bit with the tablet?"

"The tablet has this game too?"

"No. it only has girly games."

- What's " girly "?

" girly " is different.

- Have you played with them before?

Yes.

- So what do they have? Do they have a gun too?

(Sarcastically) No, they don't.

- Tell me what they have so I can download it if I want to.

I don't want to talk about " girly ". You've distracted me, and I've lost my mind. Oh, oh, a worse tank has come. Get away from me if I don't say this to God.

- But I don't have "girly". Tell me what these things are.

(With anger and shouting) I can't say it, dad. My mind is distracted.

Amir Hossein, 6 years old, described in an interview that during his gameplay, when he loses, his nerves become shredded:

- Do you like playing intellectual games or competitive games?

I like intellectual games.

- Why?

Because competitive games make our lives worse.

- What do you mean?

They make us cry.... I'm not going to play anymore.

- Will you play competitive games when you grow up for your children?

No, if I do, I'll wipe it out like my mom does.

- Why?

Because I don't want her to feel sad.

- are you sad too?

Sometimes.

- How's that?

Oh, for example, I get mad when I lose.

- why?

-Cause I lose.

- And when you see blood it happens too?

Yes.

Mothers of Mehdi and Sogand, 6 years old, described in an interview how their children's behavior changes after playing digital games:

- Does Mehdi change his behavior after playing games on his mobile or computer?

Yes, when he first installed Counter Strike on my phone, when he lost, he would get angry and throw his phone away a few times.

- How much time do you allow your child to play on his phone?

Only when dad comes home from work. From the time the news starts until the clock strikes 9.

- Why don't you allow him to play more?

Mom says that your eyes will get weak. Then Sobhan plays a lot, and then he does bad things.

- What does "bad things" mean?

For example, one day he was playing Counter Strike, kept losing, and then got angry and threw his dad's phone away. My dad scolded him.

Peyman's parents spoke about the fights and conflicts their child has with himself. The cause of these conflicts is often the parents' restriction on their child's excessive use of technology. Part of Peyman's parents' statements is as follows:

- Is Peyman's use of the tablet excessive?

Yes, but I think he's addicted to it, meaning that when we want to go somewhere, Peyman wants to take his tablet with him too.

- Has Peyman always been like this?

No, he was good until he was 4 years old, and he didn't have this behavior at all. But now he's getting angry and aggressive, and his behavior is getting worse every day.

- Excessive use of the tablet has affected Peyman's behavior?

Yes, when he's in front of the tablet or TV, he doesn't want to come to the table and says he won't come until his program is finished. If his tablet's battery runs out, he gets angry and frustrated quickly. This situation has made me very concerned about Peyman's future.

Artin, Ali Reza, and Amir Ali, 6 years old, presented in their interviews evidence of learning to solve escape problems:

- Did you say Zombie came to your house?

Yes, I killed him, hit him.

- Did you fall asleep?

No.

- Was it real?

Yes.

- After you killed and hit him?

Yes, I hit him half of his body.

- Didn't you get scared?

No. I'm angry. I'm furious. Like Angry Birds.

- ... Can I ask why you threw your Xbox?

Because in the game, Hitman throws things around to defend himself, and people get hurt. I was playing too, and I reached Xbox, so I threw it to kill the guards!

- Do you think it's right to hurt others?

No, it's not hurtful!

- If it's not hurtful, then what's wrong? Don't you think someone who gets hurt doesn't feel pain?

Well, if I don't throw it, I won't win. I want to be strong, to defend myself!

- On the Spider-Man costume photo, do you like it?

Very much, I just bought the clothes, and I wear them like Spider-Man on the wall.

- Is that why your face is bruised?

Yes, I wanted to climb up, but my foot got stuck, and I fell down.

- When you can't play, you get upset?

Very much, I get angry and break my toy box because I don't have patience.

Hadis, 6 years old, said that due to his dependence on technology, he gets anxious when he doesn't have internet:

- Hadis said that if you don't have internet, your nerves get shredded?

Yes.

- Why?

I just want to have it.

Hirad, 6 years old, also expressed a similar sentiment:

... Why isn't it coming?

- Let's go play another game... Come here.

Why isn't it coming?

- This line is busy now.

Oh, I have to wait a long time... . Why isn't it coming? How long do I have to wait?

- It's coming, but it needs to be downloaded.

Oh! It's shredded my nerves.

Finally, Kiarash, 6 years old, said that after he gets tired of playing games, he shows signs of aggressive behavior:

... My mom says my eyes are getting weak.

- Is that true? Do you think your eyes have gotten weak too?

Yes, they have.

- What happens next? For example, do you play so much that your neck hurts or your hands or eyes?

I play so much that when I finish playing for three hours, my hands don't hurt, but my neck does, sometimes I even play for five hours.

- Don't you feel anything?

Not at all.

- Don't you get tired?

But I'm already tired of playing that game, I get angry, I get tired, I want to throw my phone against the wall.

## 2-16- Fear

"One of my friends said 'Anabelle' is scary, and after I saw it, I only slept for 10 days with my mom (laughs)" (Mohammad Mehdi, 6 years old).

Fear is an irrational fear of something or a situation that can trigger a strong anxiety response in an individual. In other words, fear is a morbid fear of certain things, actions, or situations that appear threatening and cause anxiety.

In 1905, Freud outlined the main components of the theory of fear, particularly based on his interpretation of Hans. According to Freud, the conflict between a child and their same-sex parent is the source of fear. However, for younger children, fears are expressions of diffuse anxiety.

The widespread use of new communication technologies has provided users with new sources of fear.

Playing violent and terrifying games on tablets, smartphones, and computers can induce fear in users.

Transformative theories suggest that preschoolers aged 5-3 years old are afraid of things or creatures that are unfamiliar in appearance, even if they are harmless. Therefore, it can be expected that young children will be afraid of E.T. (a friendly alien with a different appearance from humans, as presented in the movie E.T.).

As children grow older, in elementary school, they are more bound by their sensory perceptions and are unable to think about abstract issues. Therefore, showing a event like an earthquake with injured people and bodies will frighten the child; however, if the report only describes the intensity or extent of the earthquake damage, it will not scare children who are still in the sensory stage.

As children enter the stage of abstract thinking, they can comprehend abstract events like horror movies without being scared.

Therefore, it can be summarized that due to the mixture of imagination and reality in preschoolers, and the dominance of sensory thinking in elementary school children, many scenes of terror are highly effective in scaring children, unlike adults who are not scared because they understand the artificial nature of the situation. In other words, unlike adults and older children, even small reasons can cause fear in children and young adults, which is unfortunately a characteristic of many games available on tablets, smartphones, and computers.

Liberman and colleagues (2009) conducted a study on the use of digital games by children aged 6-3 years old, using eye movement systems, facial expression changes, and brain waves of children. The study found that violent digital games trigger fear, aggression, and aggressive behavior in young children.

A 5-year-old boy's interview also presents evidence in this regard:

"- Do you watch cartoons, Kareen?

Yes, lots. Until you want to.

- What are their names?

Yes, Ben Ten, Shrek, How to Train Your Dragon, Superheroes, Star Wars, Batman, Spider-Man, cartoon lions, dragon warriors, Panda's Kung Fu Warrior, 6 superheroes, Super Flying Monkey, Wild Life Hotel Transylvania... I don't know anymore."

As evident from this child's interview at the age of 5, he is a user of a vast array of aggressive and ultra-aggressive cartoons that fear is the least of their consequences.

A 3-year-old girl named Nikki Sadat also expressed her concerns in an interview:

"- Do you watch Puya TV?

No, I don't like it.

- Why?

I'm scared.

- Why are you scared?

The thief comes in with a sword, cartoons fight each other, they shout at each other.

- Do you see Junior Jam?

Yes, but I don't see his fighting cartoons. I'm scared. I run behind the couch.

- Where did you learn to hide behind the couch?

I learned it from Elsa and Anna. When the thief comes in, they run and hide behind the couch."

(The child took a hiding stance, for example, hiding behind something, and putting his hand on his face)

Baran's mother, 4 years old, said in an interview that Baran gets scared when he sees the Ben 10 characters transforming. Behnood, 6 years old, also said that his little brother gets scared when he sees the space fish and their sharp teeth.

"- Does Baran let you watch any cartoon?

No, anymore. I don't allow him to watch those that are violent or those that might encourage him to play without supervision.

- What do you mean by playing without supervision?

He wants to hit and throw things and run away, and it can't be done in the apartment.

- If there was no apartment, would you let him?

No, I don't want him to have nightmares.

- Has he ever had nightmares?

He saw the transforming shapes of Ben 10 characters and got very scared of many of them.

"- Does your mom buy Ben 10 cartoons for you?

Yes, if I cry a lot, she buys it for me. But she says it's not good because it's scary, and it frightens her too. She doesn't want me to see it.

"- Does your big brother watch Ben 10 cartoons?

"Yes, we watch a lot of cartoons, but when the space fish comes, Behrad gets scared and runs away. He's afraid of anything that has sharp teeth, like dogs and cats. But he loves the elephant from the cartoon Bamboo, where it flies. He saw it once at the zoo and wanted to get close to it. He even said 'hello' to it from afar.

After watching that cartoon, he doesn't get scared of elephants anymore. He says we should buy one for him so he can ride on it and fly with it. He thinks that elephant is very kind. His ears are big."

Nouyan's mother, 6 years old, said in an interview that her child had nightmares after watching Spider-Man cartoons and the effects lasted for several days:

"Has Nouyan had nightmares because of a cartoon?

Yes, sometimes he has nightmares, but less frequently now. However, one time he had a very scary nightmare and didn't sleep for a few days."

Setayesh's interview also mentioned that she was scared of the "balloons" cartoon:

"Have you ever seen a cartoon and gotten scared?!

Yes, there's one part in Uncle Porang's show called 'balloons'. From those balloons, a scary man comes out. Every time I see it, I can't sleep!"

A field study conducted among preschoolers suggests that children who use digital games, animations, and cartoons, especially those that are not culturally prepared for their consumption, are prone to daily fears, nighttime fears, and sleep disorders. The children's attraction to tablets, smartphones, computers, PlayStations, and satellite TV is so great that they often don't report their fears to their parents because they are afraid that their parents will take away their tablet or phone or delete their favorite games.

Kian and Hasan's interview after discussing the violent content of some games reported that they experience daily fears after playing those games. According to Kian:

"Have you ever played or watched a cartoon that made you scared afterwards?

Kian: No, I'm not scared of anything. Not even scary games.

Do you have a zombie game?

Kian: Yes, my friend has a zombie game."

Kian: I have a game where a boy is the main character, and he loses his mind. He forgets everything and just runs around. He even makes a weapon and then goes to fight dinosaurs and dragons. Then he regains his consciousness.

Good, what happens next?

Kian: He goes back to his mom's place and sees that his eyes are gone, so he makes another weapon.

Do you get scared when there's no light?

Kian: No, I'm not scared of anything.

Hasna: But I'm scared of the dark, especially when my mom's room is dark.

Kian: But I don't get scared of anything.

Hasna: I tell someone to come and turn on the light, and then I'm not scared.

Hasna: What do you scare of now?

Hasna: I'm scared of men who might come to my house and eat me, or when I'm sleeping and I have a nightmare.

Kian: But whenever I have a bad dream, I don't cry, and I don't get scared...

Hasna: Do you like playing motorbike and war games?

Hasna: Yes, I like war games too.

Kian: You like scary games too.

Hasna: No, but I like scary games too.

Kian: Don't you get scared?

Hasna: But I'm scared of my own room and my mom's room.

In this interview, Kian's mother has mentioned that Kian has developed anxiety due to playing these scary games.

Nima's 6-year-old interview also mentioned that after being exposed to ISIS crimes that he accidentally encountered online, he ran to his parents in fear:



"- Nima, do you use the internet too?

Sometimes I go on YouTube or play games.

- Does your mom or dad see what you're doing on the internet?

No, I just tell them to put it on a child-friendly mode. That time, ISIS appeared on the screen, and I wanted to break my tablet. I told my mom about it afterwards."

- Where did the ISIS people come from?

They were on YouTube. They were taking pictures and posting them. Then I told my mom, and she brought me some kid-friendly things.

Bijan, 6 years old, also mentioned in his interview:

"After I saw that movie, I was scared of elevators too. It was almost as if I was afraid of my dad..."

In addition to the daily fears that children may experience due to playing digital games, cartoons, and animations, the use of violent and terrifying themes can disrupt their sleep, causing them to resist sleep or wake up frequently. They may even have nightmares or become anxious.

Mobin, 6 years old, recalled the fear that afflicted his brother after playing scary games:

"Do you see scary movies and pictures?"

No, but my mom's phone has scary pictures.

"What kind of pictures?"

Monster-like pictures.

"Are you scared of them?"

No.

"Do you have bad dreams?"

No, my brother just has scary dreams.

"What kind of dreams does he have?"

He sees monster dreams.

"When does he have scary dreams?"

Every night.

"What does he do?"

He wakes up, gets under the blanket, and stays there.

"Are you not asleep?"

No, it wakes me up too.

"What are you scared of?"

The ghost.

"What kind of ghost is it?"

It has a white sheet on its head.

"Are you scared of the ghost?"

"No."

Many children have mentioned in their interviews that they went to their parents after playing violent and scary games, and slept with them at night:

"- Your mom doesn't say not to watch this much movie, your eyes will hurt?"

"No, she just says not to watch too much."

"- Have you ever seen something bad in movies?"

"Yes, something bad and scary."

"- Do you get scared at night?"

"Yes, I get scared (laughs).

"- Do you tell your mom?"

"Yes, sometimes when I get scared, I go to my mom and dad's room and sleep with them. Sometimes when I don't see scary movies, I sleep in my own room."

(Mahan, 6 years old)

"- Did you see scary movies and cartoons?"

"I saw them on our satellite TV. Then I thought, they came to my home, I screamed. I hugged my dad and calmed down. Then I had a good dream. I saw that I went to my mom's house, and then I still had a scary dream, a very scary dream. It was in my mind.

"- Did you see scary dreams after that?"

"No, first it was bad dreams, then one good dream afterwards."

"- Did you have both bad and good dreams?"

"I slept with my dad so I wouldn't get scared. I always sleep next to our big couch, then next to my dad, and now next to the couch. But my aunt's sweet phone has a spirit game, and then I wanted... Mom was scared. Mom didn't look at it. Then I went to look at it, wanted to take the spirit's hand, went to the bathroom... . Finally, I took the spirit's hand, and it turned into a cat."

(Mother of Mohammad Ali, 6 years old)

"- Did these patterns have a role in Mohammad Ali's fears?"

"Yes, after he saw a zombie movie, he didn't want to stay alone anywhere."

"- Didn't any problems continue for him?"

"Yes, several times he saw this zombie in his dream and came to sleep with me."

(Parhun, 6 years old) reported in his interview that after watching a violent cartoon, he had nightmares and broke his head by falling from the bed:

"I love cartoons, but I used to have nightmares, I was scared, I would see scary things in my dreams. One night, I fell off the bed and hit my head, and after that, I wasn't allowed to watch violent cartoons."



Some children who play violent and scary games, cartoons, and animations have become so anxious that they have developed a twitchy nervous habit.

In an interview with Kian's mother, she mentioned that Kian has developed a twitchy nervous habit due to playing scary games:

"- Did you feel like the games were going to have a special effect on Hassana and make her anxious or nervous?"

"Yes, she's already scared. For example, here in the living room, it's all bright and quiet, but then she'll suddenly say 'Oh mom, I'm scared!' and I'll say 'What's wrong?' and she'll say 'I don't know.' I'll calm her down and say 'It's okay, we're all here.' Yes, Hassana is scared. Her older brother has also removed some of the scary games from her tablet, but despite this, she still shows interest in those scary games.

"- What about Kian? He's using violent games too."

"Yes. Unfortunately, he uses them a lot and as a result of using those scary games, he has become twitchy."

"- So it's not true that Kian doesn't get scared from playing games?"

"Yes. He gets scared after playing for a long time."

Other children have mentioned in their interviews that they have become so scared from playing scary games that they have wet their beds one or several times after having nightmares:

"- Danial, do you see scary things in your dreams?"

"Yes."

"- What do you see in your dreams?"

"I saw my mom being hit by a car. Then my mom flew away. Then I went to hug her and slapped her on the lap. Then she hung herself from the window. Then I broke the window and her neck snapped. She fell to the ground."

"- Did you wake up?"

"Yes."

"- How many times did you have this dream?"

"...and I woke up screaming."

"I had nightmares five times, for example, I saw my mom's house, a shoe was alive, and it was breaking the windows to hit us. Then I woke up screaming."

"I had many nightmares, I shook myself up several times. "

"What did you see that scared you?"

"There was a film about a dead man and a woman, and a monster came out and started eating them. Then it changed into another monster and started knocking on the door, and then it started killing people."

Along with daily and nightly fears, some children who use violent games also experience enuresis and twitchy nervous habits. Another fear that has been observed in children who use violent games is the fear of being taken away from their devices or gaming consoles. This fear is caused by the active interference of parents in the children's use of digital games. Children who use violent games may experience physical harm (such as eye strain, muscle-skeletal pain, headaches, etc.) or excessive fear during the day and night. To avoid being taken away from their devices or gaming consoles, children may continue to use their devices despite the physical harm or fear they experience.

Six-year-old children have also expressed this fear in their interviews:

"When you use the tablet, do your eyes hurt?"

"No."

"Why don't you say anything?"

"Ooooooh, I won't say it anymore (laughs).

"What if you say something to your mom?"

"Well, she'll take my tablet away from me. Ahhhhh one time I said something, and my mom said, 'If I see you're playing too much, I'll take your tablet away'."

Another note that needs to be mentioned is the smart efforts of some children to reduce their fear.

Some children may try to reduce their fear by justifying themselves or by reducing the sound of explosions in the game. In other cases, children may not personally play scary games, but by watching others play, they may follow the scary game's theme. Statements by Mohammad Hossein (4 years old), Mohammad Ta'ee (5 years old), and Amir Ali (6 years old) show examples of children's efforts to reduce their fear during the use of scary games:

"...No, this game is better!

- How should I play it?

-I should go with a car and zombies that are chasing me.

- This game is too violent, some children are scared of it."

"Do you get scared? There's no blood in it, the zombies don't have blood, you shouldn't be scared."

"Other kids don't get scared?"

"Some of them do, but they're younger!"

"Those who are older don't get scared?"

"No, my mom doesn't let me install those zombie games that scare me."

"If your mom allows you to install it, will you install it?"

"No, it's too dangerous and violent."

"Are you scared of it?"

"Yes, but if I grow up, I won't be scared. I'll install more games when I'm older."

"When you're older, will you just install zombie games and gun games?"

"Yes, I'll install many games."

"- Does the tank shoot itself?"

"It's just an enemy."

"- Why did you turn down the sound?"

"I'm not scared. It's not good."

"- I always turn down the sound of my war games. Do you too?"

"No, no, not always. I'm brave... (whispers in my ear, without telling anyone else)."

"- Other games you play, what are they?"

"I have one with many guns, I play it myself, but there's another one that's too scary, so I play it with my dad."

"- Why are you still playing it if you're scared?"

"No, I play it with my dad, I'm not scared."

"- What's the name of the game?"

"It's 'Let's For'."

## **2-17- Anxiety**

"Armin, when you watch cartoons, what do you usually do, like eating and sleeping?"

"I saw the cars sleeping, but the peacekeepers eating. (Armin, 6 years old)"

"What do you usually eat when you watch cartoons?"

"I eat my nails, hahaha."

(Mother of Armin): "Sometimes, when Armin is really into cartoons, he starts biting his nails."

Many children use digital games without proper supervision, preparing flash drives or implementing different games. These games are sometimes violent and violent, scary and anxiety-provoking. In some cases, they show graphic scenes that may not even occur to adults.

The prosecutor says that some games, especially violent and violent ones, cause anxiety in users. He says that the severity of this anxiety is such that sometimes the user leaves their chair in front of the device, stands up and walks back and forth to reduce their physical tension caused by anxiety from playing the game.

Other researchers have also mentioned that some games, such as those based on zombies or moving dead bodies, can cause widespread anxiety and fear in users.

Two researchers who conducted a report on the electronic game club environment wrote:

During the intense and frightening games, players create an environment that appears to be beyond their control. They not only use foul language during the game, but also use harsh movements to push others away and ask them to remain silent. In addition, players exhibit excessive physical activity, constantly moving back and forth, and their faces become tense, their eyebrows are abnormal, and they seem to be engaged in a fight with the game controller. It has even been reported that the device's handle broke due to excessive pressure.

The field research conducted has revealed that various types of temporary, acute, and chronic anxiety responses are observed in children who use digital games, cartoons, and animations.

Helen (5 years old) and Mohammad Hossein (6 years old) are examples of temporary anxiety responses:

"Which cartoons do you like?"

"Katherine with swords, red fish, frozen afternoon, Dora, Mickey Mouse."

"Are you playing with a twin game?"

"Yes."

"Which of these cartoons do you like most?"

"Coraline."

"What do you think about Coraline? Is it scary?"

"It's very scary at the end."

"Did you get scared?"

"I wanted to go to kindergarten at first, I half-watched it, and the rest of it I don't know if it was on Friday or Saturday. I was always scared."

"Muhammad Hossein, what do you think about Junior Jam?"

"There's a girl, she's a witch, she makes people afraid. It's very creepy."

"Are you scared of her?"

"Yes. She shows me at night, then I suddenly ran under the blanket, my brother is asleep. Then I saw a shadow behind our room door, getting closer to us. I called my brother for help, he said 'Who?' then suddenly I became confused. I saw my mother, she's not a witch."

- Do you always see this girl?

Yes, my mother's room is behind us, and sometimes my mother wants to go out, and I think it's a ghost.

What is a ghost?

The same scary one, the same girl, she came out once, and my mother wanted to open the door, and I suddenly called my brother. My brother said I woke him up. Then my mother came out again. I was confused. I saw it was not a witch.

- Do you think your mother is a witch every night?

Yes.

- Are you scared?

Yes, I think she's a witch, but she's not.

- What do you do when you're scared?

I run behind the wall and hide under the bed. My brother is asleep. Once I called my brother for help. He said it was real. Once I saw something real and once I saw something fake. Once I saw something real and went to hide behind the wall again. Then my brother came to get me out and put earplugs on me.

Mohammad Reza's 6-year-old mother also mentioned in her interview that her son had seen frightening scenes and later became afraid:

"- Has your son seen scary scenes before and then became afraid?

Yes, when Mohammad Reza was younger, he saw a scene where someone was drowning in water. For months, he would sleep with his parents. But over time, it disappeared from his mind."

Parsa, 5 years old, has shown an example of intense anxiety responses:

"I'm very scared of zombies too.

- Why are you scared of zombies?

I'm scared they'll come out and bite me.

When I play, I have nightmares every night. They come into my mind, and I have to shoot them. They keep getting bigger, and I can't stop them. Sometimes...

I don't want to talk about zombies anymore; I'm scared."

Abtin, 6 years old, also shows signs of chronic anxiety during his use of games like the Big Thief Car Game, which is filled with violent and murder scenes:

"- Abtin, what games do you play more often?

I like to play thief games and games where thieves break into homes. They turn on the lights and search for safes. I bought a thief's helmet (a mask). At home, I'm like a thief, searching for rooms.

- Do thieves fight too?

Yes. If someone comes to them, they will definitely hit him. Sometimes they might even stab him with a knife.

- What kind of cartoon do you like?

I like to watch thief cartoons or movies. The ocean thief cartoon is very good.

- Don't you get scared when you see thief cartoons?

No, I'm not scared. I just need my mother to be with me.

- Do you sleep alone?

No, with my mother. If I see something scary at night and my mother is not there, I cry.

- What was your last game?

There's a game called "Jity" that's very good. There's a man who's black-faced and his mother is dead. He comes to his sister's brother. Thieves attack him and steal his money. He has to fight them back. I really like it, but I'm scared that suddenly I won't pay attention and my mother will die and I'll become like that man. That's why my mother has to be with me at school.

- Can you draw something that's on your mind?





(The drawing by Abtin shows a crowded city where everything has been stolen, indicating Abtin's troubled mind as a result of using violent games)

However, beyond what the prosecutor described as various types of anxiety in children, it seems that some children in the context of facing a different value system that they encounter in digital games and cartoons, display social anxiety that originates from the cultural and value confusion of children who use products provided by new communication technologies.

## **2-18- Depression**

Depression is defined as a mental state of unhappiness characterized by disinterest, hopelessness, and exhaustion. It is often accompanied by a moderate to severe anxiety.

In the past, mental health experts believed that children did not experience depression. However, clinical experiences and experimental research have shown that some children do experience depression.

Field studies have shown that the use of digital games, cartoons, and animations in preschool children has led to depression in two ways. Firstly, children are exposed to different standards through the games, cartoons, and animations they have access to, which present them with unrealistic expectations. For example, a child may discover that the characters they are interested in are depicted as living in a state of prosperity, luxury, and wealth, but the child's own life does not match this standard. As a result, they may feel sad, hopeless, and unattractive.

Secondly, children may compare their financial and physical well-being to that of their friends' images on social media platforms. They may find that they lack similar resources and attractiveness, leading to feelings of hopelessness and despair.

In this context, children who use digital games, animations, and cartoons may promise themselves that they will one day have similar resources and physical attractiveness. However, after gaining more experience, they may realize that achieving these standards is impossible or that their own physical appearance does not match the standards presented by their favorite characters. This can lead to feelings of sadness, hopelessness, and despair.

Sahar, 6 years old, and Malika, 5.6 years old, have shown examples of feeling hopeless and unattractive in their interviews:

"- Besides Barbie, do you have any other dolls?

Yes, I have a soldier doll and a princess doll. But Barbie is the most beautiful one. She's also kinder."

- Why is Barbie kinder?

She comes out more with me, and she's also prettier.

- What makes Barbie prettier?

Her eyes are blue, her hair is blonde, and her skin is fair.

- If someone has black hair, is she not pretty?

Not really, because everyone has black hair.

- Do you like the princess doll even though her hair is not golden?

I like her, but less.

- Does the princess doll not feel sad?

Well, she's not real, she's a doll.

- Do you know that if you have two kids later who are like Barbie and the princess, what will happen?

I'll be ugly, and my kids won't look like that (laughs).

- Why do you think you're ugly?

Because my hair is not blonde and golden. I'm not ugly, but I'm not as pretty as Barbie.

- Why is blonde hair prettier than your own hair?

Because foreigners are prettier, and they have blonde hair.

- Are all foreigners pretty?

Those who are like Barbie, yes.

"Malika, why did you buy Barbie and Elsa dolls?

Ah, they're beautiful. They're elegant. When we go to parties or birthday parties of our friends, I wear them, and everyone says how beautiful I look. When they say that, I feel happy too. For example, just last week, two weeks ago... (pauses) My friend Koosha's birthday was celebrated, and we were invited to join them. They told us to wear pink princess dresses. We bought pink dresses, but Koosha wore red to make us stand out so that it would be clear that it was a birthday party. Then we bought crowns, and we became like queens."

- This pink princess dress that you're talking about, what does it look like?

It's tight on the top, has a puffy bottom, and has many layers. It has a crown on top, like a queen. It's very beautiful when you wear it. Some of the clothes also have ruffles and bows.

- What kind of ruffles does it have?

The ruffles are also layers. They match the color of the dress. And it also has a collar with ruffles and bows.

- Do you have all of these?

No, I don't have all of them. I don't have the ruffles. I only have the crown and the tiara.

Mahya, 4 years old, says in her interview that although she's not like Elsa now, she will be like her in the future.

Kimiya, 5.5 years old, also wants her father to buy her a unicorn and ask it to make her look like Barbie, and then she promises herself that even though she's not living in a castle now, after she grows up, a prince will take her to her favorite castle and make her like Cinderella.

"Right now, you don't seem like Elsa?"

No, I'm not really like her right now. But when I grow up, I'll be.

"What does that mean?"

I'll do my makeup, be pretty, fix my hair, and wear beautiful clothes.

"Do you mean you're not pretty right now?"

Yes, I am, but not as much as she is.

"What's your Barbie's gift bag like?"

No, I have a unicorn that has a pink Minion on it.

"What's a unicorn?"

A kind of goat (laughs) that has one horn, and then you give it your wishes and it makes them come true for you.

"Don't you have one?"

No, but my dad promised to buy me one for my birthday.

"When is your birthday?"

(She holds up her hand with four fingers.)

"When your dad buys it for you, what wish will you tell him to fulfill?"

I want to tell him to make my legs longer with my hands and hair.

"Why?"

Because Barbie has those characteristics too.

- Fairy, you said you'll wear a blue dress to your wedding, and you'll do your makeup too?

Yes, my mom will do my makeup, and we'll go to the beauty salon together. We'll become beautiful.

- You said what kind of makeup they'll do?

No, my mom will say.

- Do you want to be like Cinderella?

Yes, but I'm still little, so I'll grow up and put on contacts, dye my hair, and become like Cinderella. And then I'll marry a prince who will take me to the castle.

- In my opinion, you're much prettier than Cinderella.

No, Cinderella is very pretty, everyone loves her. She's not fat like me, she's thin, and she wears beautiful clothes and dances beautifully.

- Fairy, what do you want to do when you grow up?

I'll grow up and a prince will take me to the castle, just like Cinderella.

Therefore, in a summary, it can be concluded that if parents, preschool teachers, and cultural figures in society do not take the necessary steps to prepare children for proper use of toys, cartoons, and animations, children's use of unsuitable products may lead to feelings of disappointment in them. This feeling can immediately or after some time lead children towards symptoms of depression.

## **2-19- Sleep Disorders**

In the field research on the psychological effects of children's use of digital games, cartoons, and animations, the issue of sleep disorders in children is a significant concern. Children who use violent games or games with excessive aggression and fear may become so frightened that they have sleep disorders, such as having nightmares or waking up during the night with a start. Some children report having terrifying nightmares after playing digital games, which can be so intense that they become terrified and are unable to sleep again.

Some children also report that their parents have to intervene to help them sleep, and they may even sleep with their parents. In some cases, the damage caused by children's use of unsuitable digital games can be so severe that parents have to take their children to see a psychologist or psychiatrist, and they may need to prescribe medication to help them recover.

In this section, we will discuss the results of some studies that have investigated the relationship between children's use of violent digital games and sleep disorders. We will also discuss some of

the measures that children take to reduce their fear of scary games, such as seeking comfort from their parents or trying to distract themselves.

The literature review suggests that children's use of violent digital games and animations can lead to sleep disorders in children, teenagers, and young adults.

Nathanson and Bietz (2016) conducted a study involving 402 mothers aged 35-40 with children aged 5-3, and found that increasing children's use of new communication technologies leads to more sleep disorders.

Seguin (2016) conducted a study on the effects of children's use of digital media on sleep disorders in children aged 3-5. The study found that excessive consumption of digital media (more than 2 hours a day) has a positive correlation with sleep disorders, and also leads to behaviors such as aggression, excessive fear, and depression in children.

Hardy (2018) in his article "The Effects of Smartphone Use on Children's and Adolescents' Health" notes that the radiation emitted by smartphones can lead to health problems such as neurological disorders, sleep disorders, and behavioral problems.

Catteron (2018) also reports on the negative effects of smartphone use, stating that the blue light emitted by the screen can disrupt the user's sleep.

Gondz (2007) notes in his research article that excessive use of new communication technologies is also associated with sleep disorders.

Children who do not use violent games have a peaceful sleep. A statement by 6-year-old Avin is a good example of this:

"...I also see Barbie sleeping.

- How is that?

Good.

- Can you tell me how you see her sleeping?

I see her sleeping, I'm sleeping peacefully. Then I think about it in my sleep, then I fall asleep again.

- So what's Barbie doing in your dream?

Barbie goes to her room, tells her mom to go outside, and I want to change my clothes. Then she goes to the clock, sets it back to 1 and 2, and the clock was on 1, so she puts it on 2. Then she sees that everything is closed, and she says "Oh no".

- Do you see all of these things in your dream?

Yes.

- Why did you see Barbie sleeping?

Because I love her.

- Just one time?

No, I've seen it several times."

Children who play violent games experience troubled sleep and easily put themselves in a state of sleep disorder by using violent themes, frightening, and super-violent games.

Unfortunately, since the capitalist world only cares about money, it allows itself to exploit any means of profit, even creating frightening and violent games. Players of these games are attracted to games for various reasons such as graphic appeal, curiosity, mixing the game's story with a romantic adventure (especially for girls), and so on. After entering these frightening and violent games, they unwittingly put their delicate souls in the hands of monsters, spirits, moving corpses, bloodthirsty individuals, and so on, and become their playthings:

The following interview is part of a conversation between a researcher and a 5-year-old girl named Thriya:

"...What cartoons have you seen?

Babysitter SpongeBob, Kity cartoon, Puss in Boots cat, Five-Oh that plays a firefighter role to save people, Tokyo Ghoul, Batman... and many others.

- Okay Thriya, can you tell me about the games you play?

Okay.

- Did you say that Kell also plays games?

Yes, I play a lot of games. What's wrong with that?"

- I asked you that way. I wanted to know how much Kell plays.

Good, I play a lot. I play it all the time.

- Is it every day?

Yes, it's very good. At first, I was scared, but when I play all the time, I'm not scared anymore.

- So now you're not scared anymore?

No, I'm still scared. My mom holds me tight until morning so I don't see my nightmares.

- Are you telling the truth?

Yes, I always tell myself, "Now they're attacking me, they're killing me?"

- Who are they attacking?

Our enemies with their guns. I'm afraid of the monsters and child-eaters who take children away and hide them in a secluded place. They're very scary.

- I know how much this thing bothers you. Do you want to stop playing violent games?

No, I still want to play. When the morning comes, I'm not scared. I want to play Kell every day, I love it very much.

At night, when the sky is dark, I always think that blood has been spilled or monsters and child-eaters are attacking me. I can't sleep because I'm very scared.

- Do you have nightmares?

Yes, every night I have nightmares. I wake up screaming. My mom takes me to the doctor, but I still have bad dreams.

- What kind of dreams do you have?

I dream that a wicked witch comes to take me away to a magical castle. They can turn captured children into a black ugly cat. All of them think that my closet has come to life. Sometimes I also dream that a monster comes to put me in a bag and take me to the land of monsters. They eat human children. All of them think that the curtain behind my bedroom door has come to life.

My mother also mentioned in part of her interview:

"The truth is that I feel like my daughter is too dependent on... .

- What is she dependent on?

On television and her tablet. Thriya turns on the TV as soon as she wakes up from her nightmares until 12 or 1:30 AM at night. Or she sits or plays on her tablet at the same time. In any case, the TV is always on.

- Why don't you turn off the TV?

We can't control it. She screams so loudly that it's not good for our apartment building. And at night, she doesn't sleep well."

- Can you explain more precisely what's wrong with her sleep?

She wakes up with fear. She always says that a monster is hiding behind the curtain or that a witch is sitting on her closet, reciting incantations, or that she's having a bad dream. She screams, gets out of bed, and I have to take her to my bed and rock her to sleep.





It seems that the anime "Tokyo Ghoul" is one of the factors that has contributed to Thriya's nightmares and fears. The story of the anime revolves around Kaneki Ken, a 18-year-old boy who has lost his parents in his childhood and is left alone. Kaneki is a kind and gentle person who loves books and is a bookworm. However, he becomes embroiled in a world of ghouls, supernatural creatures that feed on human flesh.

Kaneki's story is one of transformation, as he becomes a half-human, half-ghoul hybrid. He struggles to find his place in the world and to reconcile his human emotions with his newfound ghoul abilities. The anime explores themes of identity, morality, and the struggle between humans and ghouls.



It's likely that Thriya's exposure to this anime has contributed to her nightmares and fears about ghouls and monsters. The anime's themes of transformation, violence, and the blurring of lines between humans and monsters may have had a profound impact on her psyche, leading to her vivid nightmares and fears about being attacked or transformed into a monster.





The anime Tokyo Ghoul is set in a fictional world in Tokyo, where it presents human-like ghouls that feed on human flesh. Between them and humans, a fierce battle for survival has taken place. Kaneki, who is in love with Rize, discovers that she is a ghoul and is intent on killing and eating him. However, after being hit by an object on Rize's head, Kaneki dies and his half-alive body is taken to the hospital, where one of Rize's organs is transplanted into him. This marks the beginning of Kaneki's transformation into a half-human, half-ghoul hybrid.

From then on, Kaneki has a war within himself and does not know whether to follow his ghoul instincts by killing humans or to avoid shedding human blood by eating corpses. At first, Kaneki joins the peaceful ghouls and tries to establish peace between humans and ghouls. However, the death of his friends and acquaintances among ghouls and humans leads the peaceful ghouls, including Kaneki, to abandon their peaceful stance and welcome the bloodthirsty ghouls.

Sarina and Aylin, who are 6 years old, recount their nightmarish dreams in their interviews, which are difficult for even adults to tolerate:

"...But I don't watch bad movies.

- Why?

Because I'm already a body. People have bad dreams, and in the morning when we wake up, our tears dry up, but I watched a bad movie last night, went to bed, and in the morning when I woke up, I was crying because I had a bad dream.

I'll tell you about my dream?

- Tell me, darling, what happened in your dream?

We went to the park with Mom and Dad, and suddenly in the park, there were real toy crabs. As we were putting our shoes on them, a fire bomb came from them. Well, after that, there was a fire everywhere, and I couldn't take it anymore. Mom and Dad and everyone had left, and then Dad was chasing me. Then I shouted "Mom, Mom!" from behind the glass. Mom, Mom! And then Mom saw me. She came to the door and opened it. I couldn't open the door from behind. If Mom hadn't understood, I would have suffocated. Then Mom came and said where did you go? And then I told her about my dreams... When Mom was busy with her phone call and didn't see me, I was suffocating... That's how it was..."

"...and suddenly I shouted 'Mom, Mom!' and Mom heard me and came to open the door.

- Ah, what kind of childhood movie did you see that made you have this dream?

No, more scary movies like Terminator and Men in Black and those ones.

- Like what, what did you see that made it like this?

There was a movie, I don't know the name, it was scary. A good guy was taking some medicine, and then he turned into a monster. Then he started eating all the people, and after that, he became a jellyfish and started to melt in something. Then the jellyfish became a monster and started eating people again. Then suddenly he saw from far away that there was a flood coming and taking all the people away. And that monster was still alive, but not dying.

- Where did you watch this movie?

My dad was watching it, and I also watched it."

"Cartoons that Mom chooses for you, do you like them?

Yes, but some cartoons have monsters, and suddenly they appear, Mom says don't look.

- Why don't you look?

I'm afraid again, because I'm seeing their nightmares.

- Has there been a cartoon that had monsters before?

Yes, there was one cartoon that had monsters.

- What did you do when you saw it?

I screamed.

- Did you also see the monster dream?

Yes, many times.

- What was the dream about?

I saw the monster dream where the monster came with my hair playing. Mom came, and the monster went under my bed and hid. I didn't go to school in the morning. Mom told the teacher: 'I'm scared, I'm afraid of monsters.'"

The images below are examples of other horror games and scary content that unfortunately are easily accessible to Iranian children and teenagers in the vacuum of cultural production for proper use of technology...



Games below have the theme of breaking the skull of the opponent and dissecting the body of a woman.



**Show Your Kolaveri**

Rating: 73% • 4,875,575 plays



**Show Your Kolaveri**

Rating: 73% • 4,875,575 plays



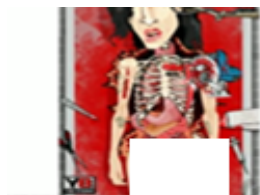
**Show Your Kolaveri**

Rating: 73% • 4,875,575 plays



**Amy Autopsy**

Rating: 73% • 7,051,958 plays



**Amy Autopsy**

Rating: 73% • 7,051,958 plays

Field studies conducted among preschool children have shown that the use of new communication technologies can cause sleep disturbances in children in two main ways.

Firstly, the attractiveness of digital games, animations, and cartoons is so great that children become addicted to playing games and spend more time playing than sleeping. A 3-year-old child named Selena said in an interview:

"Has Selena ever woken up because of playing with her father's phone or watching TV?"

"Yes, for example, one time she had a bad sleep, but when she took her father's phone, she stopped sleeping and played until 4 am."

Secondly, children's use of violent and scary games can cause sleep disorders. Some children reported in their interviews that after playing these types of games, they were too afraid to sleep because they were afraid of monsters, ghosts, or zombies coming after them. A 6-year-old child named Amir Hossein said in an interview:

"What games do you play?"

"I play many games."

"Which ones?"

"Terrorist game, human game, shooting game."

"Are you killing anyone in the game?"

"No, it's not possible to kill anyone. My friend has a zombie game, and I'm afraid of them."

"Do you fear zombies?"

"Yes, for example, I saw zombies coming after me in the game, and I said to my friend not to install it because I don't want to see it. My mind goes to zombies when I sleep, and I can't fall asleep because I'm afraid they will come after me!"

The study suggests that exposure to violent and scary games can have negative effects on children's sleep patterns and mental health.

Sometimes, because I've become accustomed to my mother, I've started to become accustomed to my father too, but I've become much more accustomed to my mother. I don't sleep in my bed.

"Do you sleep at your mother's house tonight?"

"Yes, what do you think?"

"Is it because you don't have a bed?"

"I have a bed, but I sleep with my mother's father."

In some cases, children who sleep may have nightmares depending on their psychological capacity, gender, and the level of violence they have witnessed in games. They may only see scary dreams or perform different movements (such as hand and foot movements) while having nightmares.

In more severe cases, children who play violent games may wake up from sleep and after a while, go back to sleep with their parents or only dare to sleep next to or under the covers of their parents. In some cases, children become so influenced by digital games that their mental balance is disrupted, and they need to see a psychologist or psychiatrist and receive medication to calm down.

Hossein and Amir Ali, 5 years old, and Nilofer, 6 years old, have talked about the simplest form of sleep disorder they experienced when playing digital games and animations:

"-Hossein, do you see nightmares in your dreams at night?"

"Yes, I saw a gun and a car.

"-Do you see nightmares every night?"

"No, only when I play.

"-What do you do when you see nightmares?"

"I wake up and fall asleep again.

"-What do you see in your nightmares?"

"I see someone chasing me with a car. He wants to hit me with the car. Someone else wants to shoot me with a gun. The police are also chasing me. I run away from the car."

""-Amir Ali, what is a zombie?"

"It's a person who eats us. We shouldn't be eaten by them. If we are eaten, we'll die and the game will be over.

"-Are zombies animals?"

"No, zombies are not animals. We see zombies in our dreams."

"-Did you see a zombie in your dream?"

"I saw a zombie in my dream. I went into a basket, and the zombie was in the basket."

"I opened the door, and it got up and started chasing me. I ran away, and I hit the wall."

"-Do you see other games in your dreams besides zombies?"

"I saw a time-traveling movie. I went into the film."

"Were you in a film?"

"Yes."

"What did you do after that?"

"I don't know (he shows his hand gesture). Time passes here."

"Do you have a toy that has a clock?"

"No, not yet. We play with it like this, and it transforms into different creatures."

"-Do you see scary cartoons?"

"No, I have bad dreams."

"-Do you see bad dreams?"

"Yes, I wake up suddenly and see bad dreams."

"-Do you dislike war cartoons?"

"No, I like them, but sometimes I have bad dreams."

"-Have you ever had bad dreams?"

"Yes, every time I see scary cartoons, I have bad dreams."

"-Do you see monsters at home?"

"Yes, it's not nice."

"-Why?"

"Because I don't like them. They're too scary for me."

In the next state, seeing scary nightmares in children is accompanied by crying and screaming in their sleep or moving their hands and feet. Mothers Ahmad and Farshid, 5 and 6 years old, said in their interviews:

"Ahmad sees many cartoons about Banten and Spiderman, and after that, he runs around the house and says he's very scared of the police because they're enemies of Spiderman. He doesn't like them."

"Ahmad has bad dreams at night and moves his hands and feet. From his behavior, it's clear that he sees very bad dreams."

"Farshid is very interested in Batman and Spiderman. Sometimes, when he wakes up from sleep, he says he saw Batman and Zorro in his dream and killed bad people with their help."

"When Farshid talks about his nightmares, he always talks to himself in his sleep and discusses the war and his escape from it."

"In more severe cases, children who use new communication technologies after playing scary games see their nightmares and then wake up suddenly from fear, crying and screaming for their parents to comfort them. They seek greater security by sleeping in their arms."

"-Do you see smiles in your dreams?"

"Yes, I see a ghost!"

"-Have you ever seen a ghost?"

"No, I saw it sometimes in cartoons."

"What did the ghost look like?"

"It wasn't scary, it was just wearing a cloth on it."

"-Who saw the ghost in their dream?"

"I saw it once in my dream, it was very terrifying."

"-What did it look like?"

"I don't know. My mother said not to look, but I said I'll show you. Then I was scared."

"-What did you do after that?"

"I woke up, went to my mother's bed, and fell asleep again" (Tobasem, 6 years old).

"-Do you see cartoons, Mohammadreza?"

"Yes. For example, I saw a cartoon about monster companies."

"Were you happy with the cartoon?"

"Yes."

"What was it like?"

"It was a small girl who came from her room to work with them. Then they would eat her because they were monsters. And they would put her back in her room. Finally, she would go home."

"Why did they eat her?"

"Because they were monsters. At night, when children sleep, they become terrifying and scare the children, then fill their capsules."

"-What did they fill their capsules with?"

"I don't know, but I think they converted their screams into gas and took out their blood to cook them."

"-Were the monsters scary?"

"Yes, they were scary sometimes. It was like a lizard, and it was bad. It would disappear and people couldn't see it. One night, it came to my dream and I was very scared."

"-What did you see in your dream?"

"I saw that I was running away and the lizard was coming after me."

"-Were you very scared?"

"Yes."

"-Did you cry or wet your bed?"



"No, I didn't wet my bed, but I woke up and ran to my mother's bed."

"-Do you know what zombies are like?"

"Yes, I do!"

"-What are zombies like?"

"They eat everything."

"-How do they eat?"

(He opens his mouth and makes a terrifying sound).

"-Don't you fear them?"

"I always see this in my dreams."

"-Do you see zombie dreams?"

"Yes, they always scare me!"

"-Do you wake up from sleep when you see these dreams?"

"Yes, I wake up and my mother wakes up too. She just looks at me, doesn't help me, and then the zombies laugh at me, ha ha ha ha" (he says this in a scary tone).

"-Who laughs like this?"

"The same zombies that I see in my dreams. I wake up, shout 'hi hi hi hi' (he takes a deep breath).

"-Good, when you're scared, do you still play games?"

"No, I just play police games when I see them from afar with a gun" (Arad, 6 years old).

"-Do you see zombies in your dreams, and then you never have bad dreams again?"

"Why not. I had one bad dream once and I did this (he takes a deep breath).

"-What did Yasmine see in her dream?"

"-Bad.

"-What did you see in your dream?"

"I saw zombies taking my heart."

"-What did you do after that?"

"I screamed and woke up" (Yasmin, 6 years old).

"-... Did you say that there was another game that your mother didn't like?"

"Yes, there was another one. Fred told me about it in class. Oh, it was very bad. I remember crying for a few days or waking up suddenly because of it."

"-What was the game like?"

"I don't know its name, but Fred would always talk about zombies in it."

"-So, even though you didn't know its name, how did you play it?"

"Fred had learned from his brother how to play it. One time, when my mother came to get me, I was playing with a tablet here, and she took it away from me quickly. Fred also started playing the game with me."

"-What was the game like?"

"See, there were some green and coffee-colored people, they were very big, and then they would spit out their mouths. They would pour blood on some of them, and some of them would set fire to their heads."

"-And what happened after that?"

"It was very scary. Their skin was cracked, like they had been burned or something. Their eyes were also weird, like all of their eyes were white, and then blood would come out of them."

"-And then what did they do?"

"I saw the beginning of it. They would walk, get bigger, and then crush small people under their feet. Then blood would come out from under their feet. When I saw this, I screamed and threw away the tablet. My mother Leila came to see what was happening, quickly took away the tablet and scolded me a lot for doing something without permission."

"-And what happened after that?"

"Nothing else. I saw the same game in my dreams for a few days, and in my dreams I would shout 'I won!', but after a few days I got better."

"-How many days was this like this?"

"I think it was around 8 or 9 days."

"-So you were bothered this much just because of that one game?"

"-Yes. it wasn't even for an hour."

"-After that, you only saw bad dreams?"

"No, I saw more dreams, but sometimes, when I was sitting down, I would suddenly remember them and let out a small scream."

(Kian, 6 years old)

Eventually, children who play excessively violent digital games become so disturbed that not only are their sleep affected, but their daily behavior also becomes unstable. In such cases, parents of the child seek the help of a psychologist or psychiatrist, and with psychological interventions or medication, the child is able to return to a relatively stable state. The example of 5-year-old Soraya,

which was mentioned earlier, is a clear example of this. She had been playing with the Tokyo Ghoul game and had seen monsters that would kill people and eat their flesh. This led to her being taken to a hospital.

The interview below is with a kindergarten teacher who has spoken about the effects of children playing games like zombies on the level of kindergarten children:

"-You said zombies, are you aware that some of the children here are familiar with the zombie game?"

"No, I don't have an exact number, but one of the children was severely affected by the zombie game about a year ago and his family had very little control over him. This child developed severe sleep disorders, to the point where he couldn't sleep for a period and his family was eventually forced to take him to a psychologist for treatment. After some time, he gradually returned to his normal state."

"-Were you aware of the impact of this game on that child?"

"No, he didn't show any special behavior here, except that in the afternoons when the children had to take a break and rest for a while, he would say 'I'm not sleeping and I want to play soccer' and he would be busy playing with the ball."

"-How long was that child like that?"

"About a month and a half or two months."

"-Did you report this issue to his family?"

"No, actually, they didn't seem to care about it much and would say it's not a big deal. But eventually, they realized that this issue was serious and they started following up on it."

"We had a few more cases like this. One mother came and said that her child would suddenly wake up from sleep and stare at something in a fixed manner. He would only scream. Maybe it was because of the violent children's cartoons he watched. In any case, her child's situation eventually ended up in therapy and treatment."

"-Do you know what zombies are?"

The same people who are frightening.

- Have you seen the zombie movie?

No.

- Then how do you recognize them?

I played the game on my aunt's phone. I played it on my phone.

- Did you play it too?

Yes.

- Aren't you afraid of them?

No.

- Not at all? Don't you say they're frightening? Don't you dream about them?

Their faces are scary, but the phone is not real, so they won't come into our dreams. I just see the TV, not the phone.

- Is the TV real?

Exactly like me.

- What did you dream about?

If the TV shows it, I'm really scared.

- So you're not scared of them?

In my room.

- What's in your room?

I'll sleep next to Dad, I'm not scared.

- What if you're alone?

Yes, why not?

- Don't you say you're not scared because it's not real on your phone? So why can't you sleep alone?

I'm scared.

Reza has played the zombie game on his aunt's phone and has become somewhat traumatized by it. He has nightmares about the zombies and is afraid to sleep alone."

"Although individual differences exist among children, a notable point is that the severity of sleep disorders in children who play a game is a significant factor. However, it seems that the severity of sleep disorders in girls who play a game is, on average, more severe than in boys who play the same game. This is because boys are not only less inclined to emotional sensitivity, but also naturally interested in fighting, struggle, dominance, and authority-seeking, which are features that are somewhat similar to violent games. Moreover, in all cultures, it is expected that boys will exhibit less fear than girls. Examples of this are Reza, Kian, and Hassan, who are 6 years old. Reza mentions in his interview that even games with minimal violence can disturb his sleep:

-"What kind of cartoons do you like?

SpongeBob, Ben 10, a little Ben 10 I see, Arsham has a Ben 10 CD.

- Do you not like Ben 10?

No, I don't like it much.

- Why don't you like Ben 10 since it's strong?

No cartoons, it's scary, I'm afraid.

- Who is afraid?

Children, for example, me.

- Do you get scared?

Yes, I have a CD of Ben 10 that's just a little bit of war.

- Are you scared of war?

Yes.

- Do you also see bad dreams?

Yes.

- For example, what kind of dreams do you see?

Monster dreams.

- Do you see these dreams every night?

No, when I see too many CDs.

- What is CD?

CD is Ben 10".

"Kian and Hassan, who are 6 years old, also showcased the differences in how boys and girls respond to horror content in a shared interview:

Kian: I don't have a zombie game, but my friend does.

- How is the game?

Kian: It's just a game with a boy, his name is Sinan, and he loses his mind. He can't remember anything, and then he runs around and remembers what he can do.

- What happens next?

Kian: Then he goes to see his mom, and he doesn't have eyes, makes a weapon, and then fights dinosaurs and dragons. Then he takes back his eyes.

- Kian, don't you get scared when you don't have eyes or when dinosaurs come?

Hassan: But I'm scared when my mom's room is dark, so I'm scared of my mom's room.

- Many kids are afraid of the dark, so Hassan is also afraid?

Kian: But I'm not scared.

Hassan: I tell someone to come and turn on the light in my room, I'm scared because...

- Hassan, what are you afraid of now?

Hassan: I'm afraid of men who might come and eat me when I'm walking down the street or when I sleep. I see nightmares.

Kian: But whenever I see bad dreams, I don't cry. I never get scared.

- Hassan, what kind of dreams do you see?

Hassan: I see that I'm lost. My mom didn't find me. From those stairs, I went down to find my mom. My sister was found, and we went to see my mom with my sister. Then I saw my dad and mom and brother with him."

## 2-20- anorexia



(From the book "How to Lose Weight": "Don't eat!" - Wikipedia)

In some cases, children who use new communication technologies, such as games, cartoons, and movies on tablets, Xbox, mobile phones, computers, or satellite TV, may try to emulate the physical appearance of characters they see in these programs. They may attempt to achieve a similar body shape by following an unhealthy diet (which is often hidden from parents) and trying to live up to the unrealistic expectations of these characters.

Anise, 5 years old, and Yasna and Mahdiah, 6 years old, mentioned in their interview that they need to follow a diet to resemble the unrealistic characters like Barbie and Elsa:

"- Do you watch children's programs?

Yes.

- With your phone or TV?

With my dad's phone, sometimes I watch children's programs.

- What kind of children's programs?

Big movies.

- What's the name of the movie?

Auntie Soskeh ( Auntie Cockroach).

- Did you like the movie?

Yes, very much.

- Which part of it did you like the most?

It was about Auntie Soskeh ( Auntie Cockroach) going to prison, and she was a princess. Her father and her went to the prison.

- Do you want to be like Auntie Soskeh ( Auntie Cockroach)?

Yes, very much.

- If you were like Auntie Soskeh ( Auntie Cockroach), what would you do?

I would want to speak well.

- Can you speak well if you're not like Auntie Soskeh ( Auntie Cockroach)?

Yes, but I like being like Auntie Soskeh ( Auntie Cockroach) .

- For example, what kind of good words would you say?

Good words are...

- What kind of bad words would you say?

No bad words, good words.

- What did you learn from Auntie Soskeh ( Auntie Cockroach)'s movie?

I learned how to steal and not eat stolen things, and I learned how to speak well.

- Did you see any other children's programs besides Auntie Soskeh ( Auntie Cockroach)?"

"I saw Barbie once, and she was in a dream house.

- Where did you see Barbie?

On my dad's phone.

- So, between Auntie Soskeh ( Auntie Cockroach) and Barbie, which one do you think is better?

Barbie.

- Why Barbie?

Because Barbie is more colorful than Auntie Soskeh ( Auntie Cockroach). I like Barbie more than anything.

- Do you want to be like Auntie Soskeh ( Auntie Cockroach) or Barbie?

Barbie.

- So, what do you need to do to be like Barbie?

(Laughs) I need to diet, buy lots of clothes, and then tell my dad to buy a big house where I can put my clothes there. Then, when I go out, I need to exercise and put on lotion...

"Elsa says, 'I love you, I want to come and play with you and go skating. I also eat less food so I can be like you.'

"- Mahdiah, why do you like the Kung Fu Panda character?

Because he's fat.

- So, why do you like him being fat?

Because it's cute. But it's also bad because he does mischief. But deep down, he's kind.

- Do you want to be like the Kung Fu Panda when he's fat?

No, I'll look ugly.

- Does anyone who is fat look ugly?

No, if a panda is fat, it's cute. But humans shouldn't get fat.

- Why shouldn't humans get fat?

Because they get sick and their clothes won't fit anymore.

- So, what do we need to do to not get fat?

Exercise!

- Can we also diet?

No, because I'm small, my body needs food. My mom said dieting is for adults.

- Why did your mom say that? Didn't you want to diet?

Yes..."

"- Why did you want to go on a diet?

So I can be beautiful at my cousin's wedding.

- So, if you're not thin, you're not beautiful?

No, anymore.

- Where do you know that people who are not thin are not beautiful?

Because everyone diets, and it's obvious that being fat is bad.

Mahdiah, 6 years old, who is an overweight girl, mentioned in her interview about her desire to lose weight and the conflict between not eating and feeling hungry again:



"- What kind of cartoons do you watch?

For example, Barbie movies.

- Why do you watch them, sweetie?

Because I like them.

- Okay, sweetie, can you tell me what you like about them?

Their clothes, I like them because I want to have those clothes. They're very beautiful.

- Do you have their clothes?

No, I don't.

- Why don't you have them?

Because they're very thin, and their clothes don't fit me. I'm overweight.

- Are they thin?

Yes.

- What does that mean?

Their waists are very small. I also wanted to be like that. Sometimes I don't eat so I can be like that, but then I get hungry again and I eat again.

- Ah, why do you want to be like them?

So I can buy their clothes."

Latzer and colleagues (2015) note that parents need to intervene in their children's eating disorders by highlighting the importance of parental involvement in addressing childhood eating disorders.

"A recent study showed that girls who are exposed to media messages and are influenced by them are more likely to develop eating disorders. These individuals have a negative body image and, in addition, feel a lack of power and control in their lives. Furthermore, their parents often do not use a suitable parenting style.

The research suggests that with the improvement of parental guidance and intervention in supporting their children against media influences, parents can significantly reduce the impact of media on their children."

## **2-21- Bedwetting**

A child is born with many biological abilities that adults possess, but as they grow and develop, they acquire abilities similar to those of adults.

One of the abilities that children are born without is the ability to control urination and defecation, which is due to the lack of development of the relevant muscles in the urinary and digestive tracts. However, as children develop, they gradually acquire the ability to control their muscles.

If we limit our discussion to nighttime bedwetting, it is basically a condition where a child is unable to control their bladder at night, unlike other children who have already developed this ability. However, children are more able to control their bowel movements during the day due to their increased awareness and consciousness.

The main causes of nighttime bedwetting in children are biological factors (such as instability of the bladder or delay in brain development), genetic factors (where if both parents suffer from nighttime bedwetting, their child has a 77% chance of suffering from it, and if one parent suffers from it, their child has a 44% chance), and psychological factors.

The reason for nighttime bedwetting in young children is mainly psychological. This means that young children who play violent digital games or watch terrifying movies may see explicit human dismemberment on screens, such as broken limbs or zombies rising from the grave, and may easily become scared and develop sleep disorders and nighttime bedwetting.

Examples of this can be seen in interviews with Parsa, 5 years old (and his mother), Perham and Danial, 6 years old, who are examples of nighttime bedwetting caused by playing violent and terrifying games:

"... I'm really scared of zombies.

- Why are you scared?

I'm scared they'll come out of the screen and eat me.

When I play games at night, I start to think about it, and I have to shoot them again and again. It gets too much for me, and I can't stop it. Sometimes... "

"...I don't want to talk about zombies anymore, I'm scared. (Parsa's mother says that for several weeks, he was under the influence of this game and would have nightmares at night, wake up screaming, and cry. He also had bedwetting during this time)."

"...I've seen so many scary movies and cartoons, I'm always scared at night. I wake up every night with a pounding heart. My dad says it's because of the violent games.

- Is there anything else bothering you?

Yes. I wet my bed at night. One time, a doctor came to our school and said that I have stress that makes me wet my bed at night.

- Why are you stressed, Perham?

Well, I'm scared that my dad will die, and a monster will come and take me away. I'm also scared of vampires. I'm afraid that they will turn me into a vampire or take me to a distant forest or island. Then they will take control of my spirit."

"- Danial, what are you doing on the internet now?

We can play games.

- What kind of game?

A violent one.

- How is it?

Someone with an axe comes and kills people.

- Do you play it?

No, Ali plays it.

- What do you do?

I watch.

- Do you want to play it?

No, it's dangerous.

- Does your dad let you play it?

No, it's dangerous, I'm scared of being a little boy in a horror movie, and they will kill me.

- So why do you watch it?

I watch it to see what it's like.

- Do you also have nightmares?

Yes.

- What kind of nightmares do you have?"

"I had a dream that my mom was driving a car and hit something, and then she flew away, and then I went to her and hit her on the shoulder, and then she hung from the window, and then I broke the glass and she fell to the ground.

- Did you wake up?

I woke up suddenly, and I was shaking myself.

- How many times did you have this dream?

Five times, for example, I dreamed that I went to Aunt Fatemeh's house and found a live shoe, and it was breaking the windows to get to us, and then...

- What did you see that scared you?

There was a film about a dead man with another dead man who had a wife, and he went to the neighborhood, and a monster came and ate him, and then he became a monster himself, and started knocking on the door, and then he started killing people."

## **2-22- Tic Disorder**

A tic disorder is characterized by the sudden, involuntary performance of a movement or behavior or creation of a sound that is not under the individual's control. Tics are repetitive and fast-paced, but lack rhythm. Tics can occur at least briefly in many individuals, including children, and are usually triggered by stressors that increase tension and decrease attention span for a short period of time.

During the occurrence of a tic, one or more muscles are involved that are usually outside the individual's voluntary control. Tics can be categorized as simple, complex, or motor or vocal-auditory. Simple motor tics are limited to movement of a specific muscle or muscle group and are characterized by rapid, sharp, and aimless movement of the specific muscle.

Examples of this type of tic include blinking eyelids, itching nose, shrugging shoulders, sudden movement of the head, and making faces. Vocal tics are usually soft sounds that include sounds like clearing the throat, coughing, sneezing, or snorting.

The causes of tics are neurological or psychological disorders. However, in both cases, stress and anxiety will exacerbate symptoms.

Field studies conducted on the psychological effects of using new communication technologies have shown that using violent games, cartoons, and scary animations can cause psychological pressure and sometimes trigger tics in users."

"However, children do not explicitly mention their motor tics or vocal tics in their interviews, but they may exhibit them or emphasize their transient tic disorder during the first report.

Five-year-old Baran, during his interview, demonstrated his motor tics and explained as follows:

"- Does your mom have a tablet for Telegram?

No.

- Why not?

They say it's not suitable for me.

- Who says?

Mom and dad.

(Baran suddenly stops playing with his hair and cuts one of his hairs with his teeth). Ah, look at my hair now!

- Did you get hurt?

No!

(Baran continues to play with his hair after cutting it).

- What are you doing with your hair?

I'm twisting my fingers around it, and also doing something on my lips.

- Why?

I like it.

- Do you always do this with your hair?

Sometimes, yes.

- Why?

I like it.

- Does it hurt?

No!

- What are you doing with your hair?

I'm twisting my fingers around it and moving them around the house.

- Doesn't anyone scold you?

No.

- Why?

I go to my room and do it so that mom and dad don't notice."

"- What would happen if they find out?

They would scold me.

- What do they say to you?

They say, 'Why did you cut your hair?'

- Do they also hit you?

Sometimes, yes.

- How do they hit you?

I don't know.

- Do you know how they hit you?

I don't know. They hit me so much that I don't know how they hit me.

- Does it hurt?

No, I cry.

- Why do they hit you?

I don't know.

- How many times a day do you cut your hair?

Three or four times.

- How many times did you cut your hair just now?

Just one time.

- You never told me three times before you cut your hair.

- Finally, you didn't tell me why you cut your hair?

Because I got tired of it."

In many other cases, parents have reported their children's tic disorder after using violent games. Mothers of 5-year-old Mohammad Ta'a and 6-year-old Kiyan and Milisaa, in separate interviews, mentioned their children's tic disorder as follows:

"- Why did you stop allowing Mohammad Ta'a to play anymore?

He had a lot of tics. He would shoot imaginary things or talk about it some days, or he would have nightmares about war."

"- Kiyan said in his own interview, 'I'm not afraid of anything.'

Kiyan's mother: No, this child is very anxious about these things.

- Does Kiyan play a lot?

Mother of Kiyan: "Well, lately, he's always busy with his games, this junior one. When he sees it, he gets excited and runs to his tablet to play with his characters, saying he's fighting with them."

"- Didn't you notice that these games have had a bad effect on Kiyan?

Mother of Kiyan: "No, not that much. He likes to crash his cars into each other, saying it's a crash or asking for his tools, but this is just within his games. He doesn't get aggressive with us."

Milisa: "If I'm alone at home, I'm very scared, I cry."

"- Why are you scared?

Milisa: "Because the monsters come and bother me, they scare me."

"- Which monsters?

Milisa: "The same ones that were shown in the movie."

"- Did you see that movie in which?

Milisa: "My aunt bought a movie from Hassan's shop once, and it always had a cartoon CD. But that one had a scary movie, and after watching it, I was so scared that I started crying. I didn't want to watch it again, so I turned off the CD player."

"- Was your mother home?

Milisa: "No, no one was at home. My mother was out shopping, and my sister was at school."

"- What did the movie show?

Milisa: "It showed a few people living in an old house in a garden, and anyone who went alone to that house would never come back. The scary monsters would kill them..."

"- I'm still scared now. It's like I can't even talk about the movie."

"- Yes, sweetie, if you're uncomfortable talking about it, then don't."

"- Did your mother find out that you watched that movie?

Milisa: "Yes, she was very upset. After that, she took the movie away from me and didn't give it to me again."

"- What happened after you watched that movie?

Milisa: "I started feeling really bad. I had trouble sleeping at night because of fear. I would have bad dreams and couldn't sleep alone in my room. My mother would come to my room and sleep with me, telling me stories to help me fall asleep."

Mother of Milisa: (She mentions that Milisa had bedwetting problems for a while and occasionally exhibited motor tics after watching the scary movie.)

"- What happened after your condition improved?

Milisa: "We went to see a doctor with my mother."

Considering the unbridled use of technology, in some cases, it can lead to the development of physical or auditory tics in young children who play digital games, cartoons, and animations. This requires attention from parents.

## **2-23- Physical deformity**

"- What kind of games do you play with your dolls, Sara?

- Like sometimes, we take the dolls and put them in front of our faces. I become Elsa and Leila becomes Anna. Then we play.

- So you're like Elsa and Anna?

- Yes, I'm not like Elsa. I take the dolls because they're not like me.

- Did you want to be like them?
- Yes, very much.
- Why?
- Because they're very beautiful.
- What makes them beautiful?
- Their clothes, their crowns, their hair... they're very beautiful."

With the expansion and dominance of the virtual world, the age of vulnerability to mental disorders has decreased. In the past, individuals would become aware after growing up and entering society that there were people who were more beautiful, attractive, wealthy, and distinguished than themselves. This would lead to feelings of sadness or anxiety due to the distance they felt between themselves and others. Alternatively, they would compare themselves to others and find them more attractive than themselves, resulting in feelings of physical deformity. However, in today's world, with the advancement of technology and the global village created by the internet, each individual has the ability to easily connect with people around the world. Therefore, if an individual previously compared themselves only to their classmates or neighbors and then judged their physical attractiveness or lack thereof, or if they compared themselves to other students who were economically and socially on their level, they would not feel a sense of loss or lag in their living conditions. Now, each individual has the opportunity to compare themselves to a vast number of people in various fields, including physical appearance, economics, social status, culture, and even politics. As a result, they may easily convince themselves that they are less attractive than many others in these areas.

The physical deformity disorder is also an example of a disorder that is decreasing in age, as a child who previously compared themselves to a limited number of children in their neighborhood or classmates in the virtual space is now confronted with millions of people, many of whom are more attractive and beautiful than them.

In addition to the expansion of comparison opportunities for virtual space users, the presentation of models that are exceptionally attractive, similar to those found in cartoons and animations, has raised the expectations of audience members, who believe that they will achieve a similar level of attractiveness or closeness to their ideal model after growing up.

The recent models presented have so undermined the self-confidence of digital game-playing girls, cartoon-loving girls, and animation fans that even girls with beautiful faces and figures, such as Barbie, Bratz, and Elsa, dream of having faces like them. They report that they have seen their dreams come true in their sleep, where they have become like Elsa, Moana, or others!

Field research by our research group shows that the issue of physical deformity that is supposed to start at least from adolescence has started in Iran from preschool age.

In his description of physical deformity disorder, Dadkhah (1991) writes:



"Physical deformity anxiety is a very common behavioral phenomenon in adolescence and is closely related to changes in puberty. Krapelin coined this term to determine 'abnormal preoccupations related to physical beauty' and considers it a non-essential obsessive disorder. On the other hand, Jean describes physical deformity anxiety as 'shame from one's own body.' Other authors refer to 'body image disorders' and consider them as anxiety caused by the shape or part of the body.

In a narrower sense, it does not seem that physical deformity anxiety can be considered as a real fear (fears that are based on fear of something or a situation), but rather it is more related to obsessive thoughts and if there is fear, it is fear of social rejection. This characteristic distinguishes 'physical deformity anxiety' from other types of anxiety and highlights its relationship with the adolescent's relationship with their body and its relationship with the social group.

The first physical deformity anxieties appear around 12 years old and disappear around 18-20 years old. In all cases, the organ that is the focus of adolescent concerns is completely or almost normal and the intensity of adolescent concern is not proportionate to reality. Sometimes adolescent concerns are related to racial characteristics and cultural-social frameworks are an important factor in creating these anxieties."

The interviews with 3-year-old Taranom and 4-year-old Sahar show that the decrease in age of physical deformity is revealed. These young children have reached feelings of physical deformity through their use of unreal models that have been processed for them:

- What kind of games do you have?

Makeup.

- Do you like makeup yourself?

Yes, my mom does it for me.

- Do you do makeup in your games?

No, I just make my hair pretty.

- Do you want your hair to be like theirs?

No, because my hair is not blue either.

- You mean blue, you would look like them?

Yes.

- Are your hair prettier than their hair or my hair uglier?

Their hair is ugly, mine is ugly too.



- Sahar You said you wanted to be like Barbie?

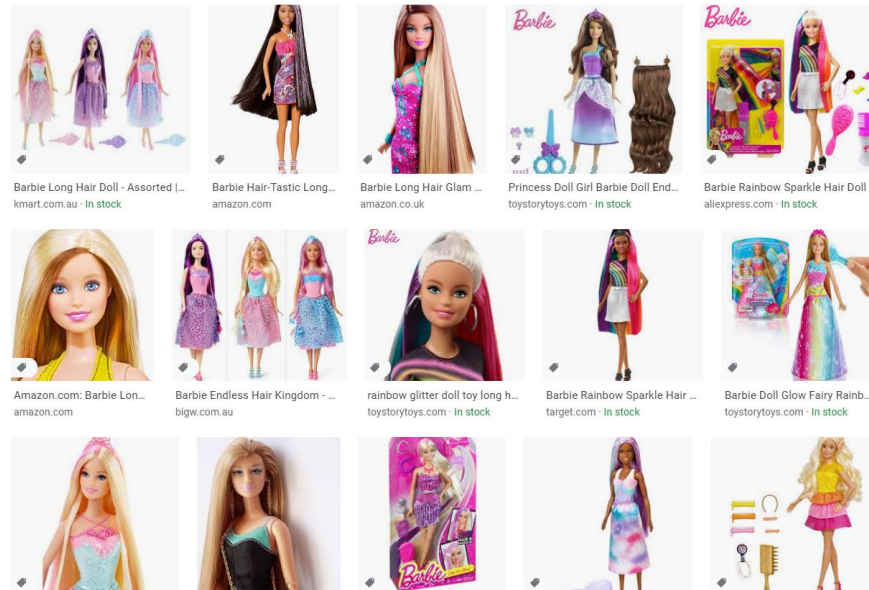
Yes! She's very beautiful!

- But you're also beautiful, dear!

No, she's more beautiful than me! And her clothes are prettier than mine too!

Sana and Mahlagha's paintings (6 years old) also show how Western models have infiltrated the minds of young Iranian children. Young girls who use Western cartoons, animations, and video games as users of these products have internalized Western beauty standards (i.e., golden hair, blonde eyelashes, and blue eyes) as a measure of physical attractiveness in their minds.





Melisa and Hosni, 6 and 5/6 years old, respectively, expressed in their interviews that they dislike their hair and eye color and wish to have golden hair and blue eyes. In other words, Melisa and Hosni, by accepting Western beauty standards that they have been introduced to through digital games, cartoons, and animations, have negated their Eastern appearance and fallen into the trap of physical ugliness created by media:

"What's wrong with you wanting to be like Barbie and princesses?"

"I wanted to have a pink dress with a black headband and golden hair."

"Your hair, do you like it?"

"No, I want my hair to be golden, like Barbie's. I don't like my hair color."

"What color are your eyes?"

"Black."

"Do you like them?"

"No! I want my eyes to be blue like Barbie's!"

Field research on young users who have internalized the feeling of physical ugliness in their minds suggests that some children try to fill the voids (illusions) by escaping into the world of makeup.

Other children use facilities like Photoshop, resorting to self-deception and self-destruction.

Some children turn to superstition to solve the problem of their physical ugliness, while others promise themselves that they will become the beauty they desire after growing up or use surgical beauty to eliminate their perceived physical ugliness.

Fatemeh, 5 years old, Asana, and Farima, 6 years old, said in their interviews that they try to solve their lack of attractiveness by making up:

"What do you want to take a picture of? What do you do?"

"I wear pretty clothes, then put on lipstick and take a picture."

"Why do you make up?"

"If I don't make up, I'll look ugly in the picture."

"Why ugly? You're very beautiful."

"No, everyone who takes pictures makes up."

"Are you saying that everyone is beautiful now?"

"Yes... but I'm beautiful too... that's why my mom says I'm like Anna or Elsa."

- Don't you want to be like her?

Why... I mean, I want to be like myself, but also like her.

- Do your friends like it when they're not like Elsa?

Yes, they all do.

- What do they do to become like Elsa?

They tell me to be happy with what I have, and we have to dye our hair... then we'll put on contact lenses.

- Do they really do that?

No, they'll do it when they're older.

- Is there anyone among your friends who's unhappy because they're not like Elsa?

Yes...

- Who is it?

A girl... she has dark skin, but she loves Snow White.

- Is she unhappy because her skin is not white?

Yes...

- What do you say to her?

We say, "When you're older, we'll get laser surgery."

- Who told you this?

We knew ourselves.

And another interview:

-Farima, what games have you played so far?

I played a few games with a group of friends. One of them is pink, one of them is blue, and one of them is white... then every time a sound comes, we run together to fight a giant. I also have their cartoons. And I have one that does makeup.

- How does the makeup game work?

For example, you dress them up, change their skirt, change the color of their clothes, do their makeup, change their hair color, and change their hairstyle.

- Do you also want to play like this makeup game?

Yes... for example, when we're going to a birthday party, I tell my mom, "Mom, please put lip gloss on me." And my mom does it for me. For example, when I see myself in the mirror, I think I'm ugly, and then I tell my mom, "Mom, please do my makeup." But my mom says, "Do your makeup yourself," but only when we're going to a wedding or somewhere else."

However, in some cases, children who are trying to fill the voids (illusions) of their existence through makeup may encounter opposition from their parents, which can lead to a conflict between the two parties over this issue.

A mother of a 3-year-old, in her interview, mentioned that her daughter is a user of a game where four Western beauty models play roles. These women appear every day with different outfits and makeup styles, and Nazanin has become infatuated with them and their actions.



Naznin, who has white skin and blonde hair, is constantly asking her aunt, mother, and grandmother to do her makeup every day in a different way. She also doesn't like her own hair and says she wants it to be straight so that she can style it differently every day. Whenever I refuse to

do her makeup, she starts crying and becomes stubborn, refusing to eat until her grandmother intervenes and does her makeup and nails herself, which makes Naznin stop her hunger strike.

Another example of self-deception and peer pressure is when children ask for photo editing software to change their appearance. For example, 6-year-old Tanaz said:

"- What's your profile picture like?"

It's me... sometimes I put flowers and girls on it, but most of the time it's me.

"- How's the picture? Is it beautiful?"

Yes, I have a few that make my eyes look different.

"- Did you put on contact lenses?"

No, it's Photoshop.

"- Your eyes are black, aren't they beautiful?"

They're good, but they're even more beautiful with a nice color and thick eyelashes.

"- Your eyes are already big and have long eyelashes, aren't they?"

And 5-year-old Kimia said in her interview:

"- Do you go to kindergarten?"

Yes!

- Does your bag have a picture of Barbie on it?

No, I have a unicorn bag, it's pink and has a mini skirt.

- What's a unicorn?

It's a sheep that has one horn, and when you hold it, it makes your wish come true for you.

- Do you have one too?

No, but my dad promised to buy one for me on my birthday.

- What's your birthday?

(She holds up her hand with the number 4).

- What will you say to your dad when he buys it for you? What wish do you want him to fulfill?

I want to say that I want my arms and legs and hair to be really long.

- Why do you want that?

Because Barbie has that kind of body.

- Is it because she has long arms and legs and hair?

Yes.

Some preschoolers who were interviewed said that they hope to achieve their desired physical appearance in the future, when they grow up and become physically mature:

"- Do you want to be like Elsa and Anna?

Yes, right now my hair is really long and beautiful, and I can dance like Elsa. I wear clothes like theirs, but when I grow up, I want to be just like them.

- How will you do that?

Well, they're thin, their hair is beautiful, and mine is beautiful too, my mom said so.

- Is your mom saying that you're like them?

Yes, my mom says I'm prettier than them.

"- After that, what do you want besides Elsa and Anna?

I want Frozen.

- Is Frozen the same as Elsa and Anna?

No, Frozen is the one with hair that's really long down to the ground.

- Do you like Rapunzel? Do you want to be like her?

Yes, I want my hair to be down to the ground.

- If your hair is that long, how will you go to kindergarten?

I'll either fold it up or tie it up.

- Now your hair is really beautiful.

No, I don't like it, my hair is short and ugly.

- Did you want your hair to be a certain way?

I wanted my hair to be really long and golden.

- Good thing your hair can grow long!

I don't know when my hair will grow long! I want it to grow long now!" (Kimia, 5 years old).





Some preschoolers who were interviewed said that they want to achieve their desired physical appearance by undergoing plastic surgery. For example, Saha, 5 years old, does not know what plastic surgery is and thinks that putting glue on her nose will make it smaller. She says:

"- Why aren't you playing with your tablet?

Because it doesn't have internet, and I get bored a little.

- What do you do on the internet that doesn't make you bored?

Nothing.

(After some time, she starts talking again)

I watch Instagram, I like pictures.

- What kind of pictures do you see?

Cartoon pictures.

- Can you show me one?

Yes, here is a cartoon picture. My mom says it's written here.

- ... These are fake, like a cartoon.

Many times I've seen them, come and see for yourself, I want to be like this too (she shows a half-naked picture).

- What do you want to do?

I want to be able to sing, dance, but first I need to glue my nose, make my hair big, and drink coffee.

- Why do you want to glue your nose?

Because I want it to be smaller.

- Can you really make your nose smaller?

Yes. My aunt's friend did it with Barbie, and it worked.

- But you're more beautiful than Barbie anyway.

Whenever I put blue eye shadow on, make my hair big, eat less food, and learn to dance beautifully, I'll be beautiful.

- Because Barbie is like that, don't you want to be like that too?

Yes, my friend Mahsa and I go to ballet class together.

Melisa, 6 years old, and Roha and Mahsa, 5 years old, also talked about their wishes for plastic surgery:

"- Do you only love the magic wand because of its magical hair?

No, the magic wand is very beautiful, its hair is long and golden, its dress is red, and its eyes are blue.

- What do you do to become like the magic wand?

I bought a dress similar to the magic wand's dress, and I wear it. But I can't make my hair golden or my eyes blue because I'm not beautiful like the magic wand. I can't become like it because I'm not beautiful enough. But when I grow up, I'll have surgery to make my nose smaller, make my hair golden."

"- Elsa is like what?

A beautiful girl who is very thin and has long hair. Her nose is also beautiful.

- Is her nose beautiful?

Yes, it means she had surgery on her nose.

- Surgery means what?

It means she made it smaller.

- Why do people have surgery on their noses?

Because they're not beautiful enough. They have to make themselves beautiful.

- So everyone who's not beautiful enough has to have surgery?

Yes...

-Before seeing Elsa, did you know what surgery meant?

Yes, because my mom also had her nose operated on. After that, I can tell if someone has had surgery or not just by looking at them.

- So, do you want to have surgery on your nose or not?

No, boys don't have surgery on their noses. Only girls do.

- Why don't boys have surgery?

Because they're boys and they don't need to. For example, my dad didn't have surgery.

- Didn't you say that anyone who's ugly should have surgery?

Yes, only girls. Not boys.

- Do you want to have surgery on your nose?

Yes, when I grow up, I'll definitely have surgery.

- Why do you want to have surgery?

Because my nose is not perfect.

- Do you think your friends will also have surgery on their noses?

I don't know, but I think Mary can't afford to have surgery.

- Why can't she afford it?

Because she doesn't have enough money.

- Do you think Elsa has had other surgeries too?

Yes. I think she's had eye surgery because her eyes are very beautiful.

- What kind of color are her eyes?

They're blue.

- Can the eyes be operated on too?

Yes. Because no one I've seen has blue eyes naturally.

- If someone doesn't have blue eyes, are they ugly?

No, they're not ugly. But blue is better.

- Do you want to have surgery on your eyes when you grow up?

No.

- Why not?

Because if I want to have surgery on my nose, I don't have enough money to have surgery on my eyes.

- Do you want to be like Elsa?

Yes. I'll have surgery and become like her.

- Don't you want to be like your mom?

Yes, I love my mom. She had surgery on her nose too. I think she's also trying to become like Elsa, but she doesn't tell me.

"I want to use makeup tools, but my mom doesn't let me. That's why I use makeup tools secretly from her.

I want my eyes to be like Barbie's color, but they're not. I always think about how I'll get surgery on my eyes when I grow up so they can be like Barbie's beautiful eyes.

- What else?

I also want my legs to be like Barbie's. That's why I bought high heels from now on.

I want to be beautiful, so I'll do whatever it takes, including plastic surgery."



## 2-24-The early entrance to the World of Pornography

Pornography<sup>1</sup> is a representation of sexual behavior with the aim of exciting, arousing, or gratifying sexual desires, and can take many forms such as books, magazines, postcards, photographs, sculptures, drawings, animations, recorded sounds, texts, films, and video games.

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<sup>1</sup>- Hard-core pornography refers to films or photographs that depict explicit sexual forms and show open and unconventional sexual behavior. Hard-core pornography is often presented in magazines and on the internet or in films, and can also be a cartoon. Hard-core pornography has been widely disseminated on the internet since the 1990s.

This term was coined in the second half of the 20th century to distinguish hard-core pornography from soft-core pornography, which may simulate sexual relationships or limit the display of sexual activities. Until the mid-20th century, the distribution of hard-core pornography was widely prohibited, but some countries began to relax their restrictions on soft-core pornography.

Currently, the distribution of hard-core pornography is controlled by a film rating system and direct sales monitoring, which includes restrictions such as prohibiting the sale, rental, or distribution of this type of film to minors. Public display and advertising for hard-core pornography are also often prohibited, especially among minors.

According to Wikipedia's encyclopedia about pornography and its developments in the contemporary world:

"In recent decades, with the growth of cultural tolerance towards sexual topics, an industrial complex has been formed around the production and consumption of pornography. The expansion and improvement of audio-visual media and the internet have also played a significant role in the development of this industry. Pornographers have made use of every innovation to produce and distribute pornography. They have used technologies such as lithography, photography, and television broadcasting, as well as various video formats and the internet. With the invention of small cameras and wireless devices, pornography has expanded in a different form than before.

However, different countries have different laws regarding this industry. Statistics show that 50% of internet users regularly watch pornography."

In an article titled "Money in Pornography" published by Diario Viejo (December 2013), it is written:

"More than 35% of internet downloads are pornographic content, and therefore pornography has become a lucrative business. As a result, there are more than 4.2 million websites dedicated to pornography on the internet, which accounts for about 12% of the total internet."

The legal status of pornography varies from country to country and culture to culture. In some countries, selling and showing soft-core pornography is not illegal, while hard-core pornography is under control. Additionally, in many countries there are restrictions and bans on accessing hard-core pornography and similar content for individuals under the legal age.

The American magazine National Review has referred to pornography as a factor in the decline of American values and culture. Washington Post has also referred to it as "the most destructive and most common thing of our time".

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Most countries have removed restrictions on the publication of sexual images through general laws or non-enforcement of severe laws. Denmark was the first country to legalize hard-core pornography in 1969. In the United States, the legality of hard-core pornography varies from state to state and city to city, depending on local laws and regulations. In the UK, hard-core pornography was prohibited until 2000, when it was legalized. However, the anti-pornography movement has generally shown strong opposition to the legalization of hard-core pornography.



Owens et al. (2012) conducted a study titled "A review of the effects of excessive use of internet pornography on youth" and reported that: "Research on the excessive use of pornographic content has not only affected the performance of young people's brains, but also transformed their physical users. Similarly, the use of pornographic content has had negative effects on the sexual orientation, beliefs, behaviors, and self-esteem of users, as well as their physical appearance and social transformation."

For example, when dopamine receptors are excessively stimulated, the brain no longer responds as usual, and individuals may feel less pleasure from repeating previous activities that were enjoyable, and they may try to achieve pleasure by engaging in more intense activities, such as progressing from soft-core pornography to hard-core pornography. This process is similar to that observed in individuals who are addicted to drugs, where they eventually need to consume more of the substance to achieve the same level of pleasure.

The brain processes sexual stimuli after recognizing the dopamine receptors, increasing the secretion of testosterone and neurotransmitters such as dopamine. Dopamine plays a crucial role in enhancing sexual arousal and prepares the body for sexual activity. Additionally, dopamine helps to remember the sexual events and store them in memory. Therefore, it is not surprising that individuals who do not know what they had for breakfast yesterday can still remember the first sexual image they saw 20 years ago in a magazine because in this case, dopamine has stored that sexual memory in their brain.

The ultimate outcome of sexual relationships is orgasm, which in real-life human relationships, is accompanied by a sense of pleasure and togetherness. However, for individuals who consume pornographic content, orgasm is often accompanied by feelings of disappointment and longing. This highlights the significant differences between the two experiences.

Considering the points mentioned earlier, it is clear that new communication technologies have both opportunities and threats. The threats, such as those discussed in the context of excessive use of pornography, can be very serious and devastating, particularly for children, adolescents, and young adults who are at the threshold of biological maturity or are in the midst of puberty or have recently experienced it.

Black (2018) reports that 20% of teenagers share nude images on their mobile phones, which highlights the sensitivity of this issue. Gunduz (2007) notes that 30% of children who use computers are exposed to violent and harmful content, including pornography, due to their accidental browsing of websites, leading to negative effects on their behavior and psychological well-being.

Rothman et al. (2014) conducted a study on American teenagers and found that after starting to consume pornographic content that depicts sexual relationships in a two-person format, they gradually shifted towards more extreme pornography and used their phones or computers at home or school to access these contents. They then attempted to replicate the acts they had witnessed.



Kids Away From Roblox Sex Games



Kids Away From Roblox Sex Games

Hawortha (2017) also reports that in a study conducted on German adolescents, 98% of boys and 81% of girls claimed that they had watched at least one pornographic film or clip. The same researcher mentioned that 71% of Taiwanese adolescents were exposed to pornographic content.

In this discussion, we will first discuss the decrease in the age of access to pornographic literature among Iranian preschool children. In the next section, the issue of widespread access to pornographic literature among preschool children will be discussed.

It is worth noting that providing pornographic information in deceptive covers is another issue that will be discussed in the context of discussing the decrease in the age of consumption and widespread access to this content. Finally, in the last section of this discussion, evidence of the actual implementation of what children have witnessed in digital games, animations, and cartoons will be presented.

### Reducing the age of children's access to pornography

The preliminary investigations of the research group indicate a decrease in the age of exposure of Iranian children to pornographic contents.

When the members of the research group implicitly asked the preschool children who use social networks or digital games, cartoons and animations whether you have encountered something bad in your social networks, satellites or games, the preschool children Most of the time, they started

discussing violent topics or discussing pornographic topics, which is somewhat natural in the absence of serious parental control and the lack of necessary cultural foundation at the community level for the use of advanced communication technologies.

In response to the last question, the examples presented by preschool children can be divided into two categories: soft pornography (softcore pornography) and hard pornography (hardcore pornography).

The statements of 6-year-old Mahia and Radin are examples of soft pornography that these children have witnessed or used:

"Didn't your friend tell you what he sees on the satellite?"

He only watches movies with his mother.

- What movie?

Satellite movie.

- Does he describe movies to you?

It all says about this Okea

<sup>1</sup>.

- Who is Okea?

I don't know, it seems like it's a series.

- What does he say about it, how is the movie?

He says that a girl could not marry a boy.

- What else does he say about Okia?

They are lovers, they hug each other."

"- Do you send games to each other?"

Yes, I have it, come see my castle.

- What a big castle, What is your level?

50

- What other games do you have?

Look, these things are not good for you, let them go.

- Well, let's see what it looks like.

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<sup>1</sup>- A Turkish tv series



This is a war, but it doesn't concern you, look at it now. it is very girly.

- Let me see

Look (Radin shows me an immoral game)".

Cartoons and animations such as SpongeBob and Frozen also contain many sexual themes that Iranian children are simply engage with. In the SpongeBob cartoon, which Iranian TV is starting to broadcast, although SpongeBob is married to a sea otter, his romantic partner is Patrick, who is his own sex!



Looking at the examples provided by some of the other children interviewed, it is classified as hard pornography. The statements of 5-year-old Mehraban, Azita and 6-year-old Tanaz are included in this category:

- You said you also watch series, what series are you watching now?

Okya, hero and Alif.

- Do you think these series are suitable for children?

Some of them are rude.

- What does rudeness mean?

It means husband and wify things.

Azita, do you have any other friends besides your preschool friends?

Yes.

- What is the name of that friend of yours?

Sahar

- How do you know Sahar?

She lives right across us.

- So Sahar is your age?

Yes.

- Do you know what cartoon Sahar is watching?

She doesn't watch cartoons.

- Does that mean she doesn't watch cartoons at all?

Yes.

- Why doesn't she watch cartoons?

because she is watching a movie

- Do you know what movies she watches?

Yes, but she did not tell anyone, she only told me.

- No, I promise not to tell anyone, what movie is she watching now?

bad movies

- What is a bad movie?

she said there was a naked man and a woman.

"- What was that movie that your mom saw that was downloaded by mistake?

The bad parts of the movies that are shown on the satellite.

- Do you have a satellite?

Yes!

- Have you ever seen the bad channels?

It's locked, but I've seen it many times—I saw it twice in front of my dad. That's why my dad always says we should get rid of it. My dad prays, but my mom says no because she watches the series.

- What was the scene?

Another bad thing.

- Which bad deeds, tell me more clearly.

The same thing they do that makes a person have a baby!

Relatively wide access to pornographic content

The investigations carried out by the research group indicate that Iranian children, on the one hand, due to the lack of necessary support at the community level, preschool education, kindergartens and domestic media, and on the other hand, due to the lack of familiarity of their parents with the ups and downs of the virtual space, in The user process of digital games, cartoons, and animations have a lot of freedom of action, and in the meantime, in the process of reckless use of virtual space, they are faced with pornographic themes, willingly or unwillingly.

Some preschool children stated in their interviews that they encountered pornographic themes while watching satellite programs. 6-year-old Mahya said in this regard:

"- Mahya, have you seen Okya?

Once we were at my uncle's house, he was watching, but my dad switched to another channel.

- Why?

(Kelly laughed) They were lying on the bed; I don't know why they changed it."

6-year-old Ilya and Golnaz, who have been using social networks since preschool age without any cultural background (and perhaps for family bragging), have mentioned their exposure to pornographic content on social networks as follows:

"... What do you mean by bad deeds?

For example, chat with strangers, download bad photos, watch bad movies, etc.

- How do you know these things are bad things?

Well, I also have Telegram; I get bad pictures.

- What kind of photos do you consider bad photos?

Bad photos are bad.

- Have you ever seen a bad picture or a bad movie?

Yes, they send us a lot of these in the Telegram.

- Who sends?

I don't know

- What kind of photos were they?

The girl was naked, the boy was hugging her or sleeping together (she showed me such photos).

- Have you seen a movie?

No, but I know what else.

- Well, how is it?

didn't you see

- No, tell me so that I don't see it either?

I didn't see it, but it's like this photo."

- Golnaz, have you ever seen anything bad on these channels?

Yes.

- What happened?

The naked woman... was sitting on the swing, the boy was pushing her, kissing her, rubbing his hand in bad places... I deleted it."

Unaccountable use of virtual space and emoticons (stickers) used in it is another area where children using virtual space have encountered emoticons with sexual and pornographic themes. 5-year-old Navid stated in this regard in his interview:

"- Well, did you say the stickers are good or bad?"

it's bad.

- Why?

they are bad pictures.

- For example, of what?

Shorts and such.

- That's all?

A naked photo of a boy.

Some of the interviewed children stated that they encountered bad themes while surfing the web and downloading their favorite games.

The statements of 5-year-old Poyan and 6-year-old Ali in this context are as follows:

- Mr. Pouyan, do you think WhatsApp and Telegram are good things?

Yes.

- Have you ever seen anything bad from them?

No.

- Have you seen anyone use it badly?

Why did my friend get a bad movie once?

- Do you remember what it was?

There was a naked woman on the street.

"Ali, did it happen to you that you wanted to download a photo or a video? Did you make a mistake or something else?"

Yes, sometimes, when my phone freezes, it happens like this.

- What did you do next?

I came out quickly.

- Why did you see what?

It was a bad photo.

- Bad photos like what? I call the pictures that kill people as bad pictures, what picture did you see?

The girl and the boy were kissing each other."

Some of the interviewed children recalled that their friends in the street and neighborhood or their kindergarten friends had shown inappropriate themes on their tablets or mobile phones:

"- What other things do your friends send you?

Photo, song, sticker.

- Well, what photos?

Their own photo or our group photo.

- Well, what songs do you send?

Rap music.

- how about stickers?

For example, we talk, they send funny stickers, or sometimes one of them sent a sticker by mistake, then quickly deleted it (hahahahahaha).

- Can you tell me what sticker he sent?

Naked man's sticker, but then he quickly deleted it.

- Didn't your friends say anything to him?

Some don't, some laugh.

- You didn't say anything to your friend?

I laughed too" (Mohammed Hossein, 5 years old).

- In your opinion, what do children of this age use these technologies for?

It depends on the child. My friend's child was using it to learn English, but one of the kindergarten children had bad movies on his tablet.

- What did the child's mother do after that?

He hit the child.

- What do kindergarten teachers do?

At first they treated the child well, but then they kicked him out" (interview with the mother of 6-year-old Armita).

Finally, some preschool children stated that while playing with the tablet, computer or phone of their father, mother or older siblings, they accidentally came across pornographic themes.

In her interview, 7-year-old Tahai says about her and her 4-year-old sister Bahar's encounter with pornography on her father's computer:

"- Have you ever seen something bad?"

My dad has already deleted it.

- So it has been before?

Yes, but after Bahar's incident, he has deleted it.

- Is Bahar watching those?

yes

- How many times has she seen it?

I don't know. We saw that series; he is watching it. I think it was just once.

- Did you see that she is watching those?

My dad saw

- What did he say to Bahar?

He didn't say anything, just took the phone from her.

- What did Bahar do?

went to play

- Did you see it too?

My dad has so many different folders, I get lost sometimes and go to bad things, for example, I wanted to find the movie where we went to Jurassic Park, then I went there by mistake.

- What did you see then?

Bad things.

- Bahar had seen them too?

Yes, he had seen them.

- Then you saw all of them?

No. Later, I saw that it was just like those, so I stopped. Then I asked my dad where the Jurassic Park movies were, and he said it himself.

- Does that mean you didn't see it at all?

no, just that much that I told you.

One of the kindergarten teachers also stated in his interview that some of the children under his supervision had encountered pornographic themes in different ways. In explaining one of these cases, which was the wrong sending of pornographic information by an adult to 6-year-old Amir Mahdi, he stated:

"Amir Mehdi once told me that there was something in his telegram (which I think means the same links that are sometimes sent) that no matter what I typed, it was full of photos and videos of girls and boys hugging each other.

No matter how many times I asked him, where did you get this link, he didn't say at first, then he said, my cousin, who is older, sent me a mistake. It means he wanted to send it to his friend, he sent it to me by mistake. I went to see what happened and I saw all the boys and girls hugging each other or some movie, the boy was playing with the girl's hair and so on. When I asked this child if his family understood or not, he said, "My mom doesn't look at my tablet at all, and they don't know what's on it, and from these words, I was on that page until one day." My aunt's son took my tablet and wiped it."

Therefore, it can be concluded in a brief summary that Iranian preschool children are exposed to pornographic literature through various methods, which in case of improving their media literacy, their parents, and the necessary cultural background at the level of the society, a large amount of inappropriate content. It will not be available to children.

Providing pornographic information in deceptive covers

Western advertising institutions can be divided in a general division into two categories: humanistic and value-oriented institutions and self-interested and non-value-oriented institutions. economic or their own ideology, they seem to be few, hence the dominant space of digital games, cartoons and animations that are prepared for children, mainly belong to recent advertising

institutions. Of course, with the necessary cultural foundations and the promotion of media literacy of parents, preschool teachers and cultural parents of children, teenagers and young people in the society, it is possible to start screening the works prepared for young users and by putting aside western-oriented products that try Education of children, as potential customers of western companies or seeking to instill certain political and ideological thoughts in the children and teenagers of the society, provided them with appropriate games, cartoons and animations, but unfortunately, not much attention has been paid to this issue in the society. . Therefore, the games, cartoons and animations that are currently offered to children often contain the value inductions of unrestricted and anti-value advertising institutions.

Examining the digital games, cartoons and animations that are available to Iranian children indicates that the information of pornography is sub-threshold learning methods, exposure to soft pornography and finally exposure of children to hard pornography. accepts

First of all, some of the pornographic information is presented to children through sub-threshold learning.

In sub-threshold perception, it is assumed that the mind can unconsciously receive the information presented below the perception threshold, and on this basis, it is even possible to change the behavior of the person according to the information he receives unconsciously.

The following images (controlled and censored) provide evidence of subthreshold learners of children who use digital games, cartoons and animations:







Another example of sub-threshold learning can be seen in the animation of SpongeBob SquarePants (which contains a lot of sexual jokes). One of the points that is observed in the recent animation is the promotion of sexual information for children. SpongeBob lives in a city under the sea called Bikini Bottom. The word Bikini in English means women's swimsuit (swimwear) and in the term it is said to be a kind of sexual relationship in which the woman's clothing is limited to a swimsuit. In all sexy sites there is a section called Bikini. When this word reminds a person of pleasure and an attractive animation in his childhood, of course he will be attracted to similar things when he sees it as an adult. The word "Bottom" also means the rear, and the combination of the last two words gives the meaning of the bottom of the swimsuit, which shows the accuracy of the manufacturer and professional sexual thinking to target the child. For example, when 5-year-old Ronica was asked in her interview where does SpongeBob live? He mentioned the town of Bikini Bottom with the correct pronunciation.

In the next step, most of the pornography information is provided to children in the form of soft pornography. This information introduces children to sexual themes in a staged manner.



Examining the digital games, cartoons and animations that are available to Iranian children indicates that sometimes pornographic concepts are presented to children in the context of competition. In other cases, games (such as natural childbirth) are made available to young children, which are not appropriate for their age, and direct their attention to sexual issues.



In the same way, in some western games and cartoons, the physical relations of two non-mahram sexes are presented to children in a beautiful envelope, which makes them focus on themselves.

6-year-old Amir remembers his own game, during which he gained points by doing inappropriate behavior and was closer to winning:

"- Amir, did you say you also use Bluetooth?

Yes!

- Has anyone ever sent you bad things?

Yes, Amir Arslan always has it, but we don't take it from him. My mother said not to talk to him.

- Well, what was the bad thing about it?

He sent a game, it was a puzzle, a picture of a naked woman.

- What did you do?

I took it home and showed it to my mom!

- What did your mother do?

My mother came to the kindergarten and talked to our teacher. I did not understand what they said. He sent a game to my friend in which If you pulled down people's pants, your score would increase quickly; for example, he said, red shirts, you should only pull down the red ones, but we didn't play at all, we said give it, we went and told the lady.

The following games are games based on pregnancy and childbirth that some of the interviewed children used:

عکس	نام	بازدید	رای کاربران
	pregnant angela ambulance	41295	2.70
	pregnant elsa baby room deco	11930	3.4
	Princess Pregnant	253702	3.32

6-year-old Yasman, Yesna and Sohail mention the games during which the frozen, dead or bewitched girl gets out of her freezing or falling asleep and bewitched with a kiss from an stranger boy. In other words, the category of romantic kissing of non-mahram people (which has no place in Iranian culture) is instilled in the user's children in a state of sanctity:

"... That first boy was naughty.

- What did he want to do?

He wanted Anna to go to Hans's palace... Then Anna could only heal him with a kiss of love. Then Hans did not do the same. Anna died. it froze. Anna came and killed Elsa; she hit, Elsa froze, she made a mistake, Anna froze. Then Elsa hugged him, he froze, later he came back to life. In the end, she did not marry Hans, she married another boy.

Yesna, what cartoons do you like?

Snow white

- Why do you like Snow White? What is the cartoon like?

Because there are several men.

- So it's good because of the men?

I like them, they are cute. I think about them at night too.

- What are you thinking about?

Snow white.

- What thoughts?

I think I say to myself that, why doesn't the Snow White cartoon come anymore?

- Can you tell me what the story was like?

Snow White was in front of the seven dwarfs, throwing a blanket over them as if she were their mother.

- Did he live with them?

Yes.

Why didn't she have a family?

she does, but the queen wants to kill him, so she runs away.

- Why did she want to kill her?

Because she was beautiful, she wanted to be the only beautiful person.

- Oh, so that's why she goes to the dwarfs?

Yes.

- Don't you think it was bad that she went to live with those strangers?

No, they were playing together.

- Well, what happened next?

In the end, the queen finds her and gives her an apple to kill her.

- Will he die later?

No, she falls asleep, then the prince kisses her, she wakes up, then they get married.

- Why is he kissing her?

I don't know, but she wakes up later.

- Do you think it works well?

yes".

Sohail, do you think Sleeping Beauty is also beautiful?

Yes.

- How beautiful is she?

Very.

- Why so much?

Because her lips are pink.

- Is she beautiful because her lips are pink?

Yes, I want to marry a woman whose lips are pink, like Sleeping Beauty.

- that's all? only her lips should be pink like sleeping beauty?

No, her cheeks should be red, too.

How did Sleeping Beauty get rid of that witch's magic?

A boy had to kiss her.

- Well, what happened next?

A boy kissed her."

The following (controlled and censored) images reflect the presentation of information in the form of soft pornography in digital games, cartoons and animations used by Iranian children:





The result and result of the decrease in the age of use of Iranian children from the themes of soft pornography leads to the point that some children who have been exposed to recent pornography, try to realize what they have seen.

Arash, 6 years old, talks about having a girlfriend in his interview:

Arash, do you have telegram?

Yes.

- What do you do with Telegram?

I play. I also have a lot of games, and then I have a common girl.

- Who do you talk to in Telegram?

I have one more thing... .

- Well?

Something, I can't say.

- Why?

I have a friend, a girl.

"- Nima, what games do you play?

GTA.

- How is GTA?

Great! There is a criminal who needs to escape from the police... he can take cars from others whenever he wants. He has a luxury house, and whenever he wants, he honks for the girls, they get in the car" (Nima, 6 years old).

Finally, another part of pornographic information is provided to children in the form of hard pornography. For example, in her interview, the mother of 6-year-old Amir Hossein spoke about the use of inappropriate themes by some young children:

What have you done to fill your son's free time?

I send my son to sports classes so that his energy is drained there, and if I have time, I take him to the park; he used to play with the children of the complex in the alley, but unfortunately, when I saw that the children of the alley bring their tablets and phones and watch movies together. They see inappropriate photos. I rarely let him go to the alley, but sometimes, he gets so tired and fussy at home that he forces me to let him go play in the alley.

Are you satisfied with Amir Hossein Kindergarten? That is, what you mentioned that might happen in the streets is not happening in Kindergarten.

yes. During a conversation I had with the mother of a 4-5-year-old child in kindergarten, I saw the mother saying with sadness that her child started masturbating and after punishing her child and asking him questions, she realized that this behavior He learned from a movie he saw on the phones of children of his same age in kindergarten. It is interesting that even this woman's child did not have a tablet or phone.

One of the researchers of the research, in the report he prepared about Kausar and 6-year-old Shaghayegh , mentions the reconstruction of homosexuality scenes that they witnessed in a movie, as follows:

"One day when I went to kindergarten to continue my research, I saw one of the teachers of the kindergarten anxious. When I asked her the reason for this anxiety, she told me that two of the girls in his class had been missing for several hours and she had been looking for them everywhere, but could not find them. The coach could not tell this issue to the kindergarten manager, because he would be severely reprimanded. Therefore, I also decided to help. It was decided that I would look for the children on the first floor and he would look for the second floor by himself. When I went to the kindergarten yard, I found two children behind the bushes and greenery. When the children saw me, they got scared and separated from each other while they were very close to each other. I first dealt with them calmly and took them out from behind the bushes. Meanwhile, their teacher arrived and started yelling at the children. With this, the kindergarten manager and other teachers also noticed, they came to the kindergarten yard. After the teacher explained the incident to the kindergarten manager, he became very angry, then took the two children by the hand and took them to his room and asked the teacher to take care of the two children. Then she came to me and asked me not to tell anyone about this matter and secondly, I am not allowed to interview these two children under any circumstances, I accepted both of his requests. I was not allowed to enter the management room. But when one of the kindergarten teachers (named Aunt Mahbobeh) came out of the administration room, she explained the story. The story was that two children, named Kausar and Shaghayegh, were close friends with each other. Shaghayegh had watched the video of two women being homosexual from his brother's phone, who is about 17 years old, and put it in his phone and showed it to Kausar in kindergarten, and then both of them asked him to do the movements themselves. Make the film realistically and objectively. Of course, they apparently failed to do so, because when I found them, they were no longer able to perform many of their deed movements. The kindergarten manager had called the mothers of the mentioned children and asked them to come to the kindergarten.

When the mothers of the two children came to the kindergarten, the lady in charge of the kindergarten told them the same story. The remarkable thing was that instead of finding a solution and dealing with this issue, the mothers started fighting with each other and insulting each other and even beating each other. So that one of them pulled the other's hair and almost a part of the front of the other mother's head was empty and there was no more hair in that part. Instead of accepting the child's mistake and trying to find a solution for it, the mentioned mothers focused all their efforts on making their child innocent and the other party's child guilty. For example, Kausar's mother used to say to Shaghayegh's mother that all of this happened because of your child. Because your child showed this movie to my child, and Shaghayegh's mother replied that your child also saw the film and did inappropriate things in the film, so your child is also to blame for this incident. Finally, the kindergarten manager did not allow them to bring their children to the kindergarten.

Among all the kindergarten teachers, only Mahboobeh tried to solve this matter through mediation in such a way that the children would not be harmed and they could come to the kindergarten like other children, because Mahboobeh rejected the solution to this problem. The child did not know their exclusion from the group of other children, but their presence in the group of other children, but with more supervision, he knew the solution to this story. "Unfortunately, despite the great efforts of Mahboobeh, the owner of the kindergarten insisted on his decision and finally expelled Kausar and Shaghayegh from the kindergarten."

Therefore, in a brief summary, we can conclude that, when in the conditions of extensive cultural foundation and significant improvement of media literacy of children, teenagers and their parents in the West, "Western teenagers" are still not free from serious harms of cyberspace, "children "Iranians" without the necessary cultural foundation and without improving the media literacy<sup>1</sup> of children, adolescents and their parents and with a lower level of mental development (in terms of their premature interaction with cyberspace) compared to their western examples with cyberspace are faced, of course one should expect double damages and losses in Iranian examples.

## **2-25- Early puberty**

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<sup>1</sup>- Media literacy gives users the ability to look critically at the media content presented to users and pay attention to the fact that the goals of many media or audiences in the virtual space, they are not benevolent goals, they are goals of abusing users' property, emotions, feelings, and even thoughts.

Some western researchers believe that teaching media literacy should start from children's pre-primary school age so that they don't fall prey to their possible evil goals when faced with the glamorous and deceptive world of media. Vohlund (2017), in his article about preschool children's literacy, notes that 5, 6, and 7-year-old children who are in kindergarten, in the past, were busy and entertained with things such as paper and pencil, and the education they received. It was mostly by using these devices. However, with the advancement of new communication technologies, kindergarten and pre-primary children become familiar with things like digital games and mobile phones, and due to their use of these technologies, it is necessary to introduce new literacies that can be acquired through this method. It increased the skills of pre-primary school children and drew the necessary attention.



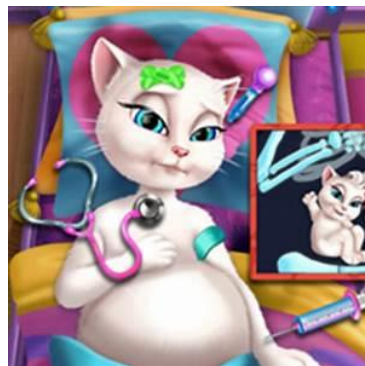


The conducted studies indicate that environmental stimulations are one of the factors of advancing biological maturity.

Skoog et al. (2009) note in their research report that in the study they conducted on 97 male students of the 8th grade in Sweden, their age of puberty and their use of pornographic literature were questioned. The results of this experiment indicated that, with the increase in the use of pornographic literature, the maturity of the studied population had occurred earlier.

Byens et al. (2015) similarly report that boys who use pornographic content in cyberspace mature earlier.

In the digital games and cartoons produced on the other side of the water, love is discussed not only at the level of humans, but even at the level of animals, and further, its other consequences such as physical relationships and pregnancy. Also, in these games for children, the user is displayed. The following images belong to the game Tom falls in love with Fereshteha:



The recent topic in digital games and cartoons aimed at human relations in the virtual space is at its peak, the above-mentioned trend is repeatedly displayed in them. The following images belong to the pregnant Barbie doll and the pregnant Elsa game (and it is noteworthy that in the Anna and Elsa game, only Anna is married, Elsa remains single).

There are many other games available to young Iranian children around pregnancy, examples of which were mentioned earlier.

Considering the interviews of Avin, Mahia and Ayan, 6 years old, and Yesna, 5 years old, there are clear reasons for stimulating young children to use games, cartoons and movies offered on tablets, PS4, mobile phones, internet and satellite. They give them the foundation for early maturity:

Did you see something bad in cartoons?

no Only once, when I got a CD from one of my friends and went to watch it, I saw that in the cartoon, two people kiss each other, then when they kissed, instead of kissing each other's cheeks, they kissed each other's lips.

- aha

After I kissed one of the children like that, but the teacher scolded me."

"- Have you seen the Okya series?

Once we were at my uncle's house, he was showing, but my dad switched to another channel.

- Why?

(Mahya laughs) They were lying on the bed, I don't know why they changed the channel.

Ayin says in a part of his interview:

"- Have your friends ever shown you bad movies or photos?

- No, they showed me a photo of a boy and a girl just once.

-What was it like?

They were engaged.

- What do you mean?

Like hugging.

- Are the bridegrooms hug each other?

Yes, my friend heard from his brother and told me.

- What other bad things does Telegram have? Has your friend seen anything bad on Telegram yet?

Why, but I can't say.

- I won't tell anyone, can you tell me?

My friend said on his brother's phone, there is a picture of lips and hips.

In another part of his interview, Ayin recalls that when they are watching a satellite series with their family, his mother, dealing with the inappropriate scenes in the movie, changes the TV channel. The action fuels his child's curiosity.

5-year-old Yasna shows in her interview that her mind is full of ideas of a boyfriend, marriage, pregnancy, and giving birth to a baby. In another part of her interview, she admits that she is in love with a boy named Mateen and mentions her helplessness in relation to him as follows:

"- You drew a frog... Shall I draw?

Draw a bride.

- Okay. Does Ms. Yasna also want to be a bride?

There is someone, I don't remember who he is. Mom knows who he is; his name is Matin; I love him so much. he lives in Abass Abad.

- Do you want him to be the groom?

Yes.

- Well, if you get married, what will happen?

We are going to our house...he is so polite. he looks beautiful, looks beautiful every day... I really want to marry him, but I haven't grown up yet...

- So you have to wait.

(Then Yasna went and closed the entrance door to the balcony and told her aunt that she was closing the door because a cockroach was coming - while there really wasn't a cockroach - and she came back and said: I get rid of my aunt).

- What does marriage mean?

It means that we both love each other.

- So two people who love each other is called marriage?

yes, will you be my daughter, I will be your mother?

- Yes.

Or be my mom.

You become a mother, I am your child...

For example, I came to your wedding.

- Okay, congratulations. Congratulations.

congratulations.

- thaaaanks

Where is your husband?

- At men's part of the salon.

I mean, in my opinion, who do you love more than your husband?

What beautiful shoes you are wearing.

- I said it's a wedding, I should wear high heels.

Now, For example, you are pregnant.

- Are you pregnant now? No, a woman should not be pregnant on her wedding night... Hello, my dear, for example, say I don't want to see you anymore, go. It was your wedding night; you didn't want this to be so crowded.

- Why not?

Now you say the same thing.

- Well, go away, I don't want you here.

(At this moment, Yesna's aunt came to the balcony, and seeing her aunt, Yesna said, Aunty, let's go, then let's play again).

I call Mateen and ask him to follow me, then I sit in front of him and say with embarrassment and tears, will you marry me?

- Do you take his number?

Yes... I say, my dear mateen, may God answer you... ".

The requirement to plan different models next to the friend of the opposite sex is an obvious issue that can be seen in the vast majority of the games offered on the other side of the water.

In the Tom Loves Fereshteha game, after the success of Tom and Fereshteha's characters in their independent games, they are brought together in one game, and the user's children can witness Tom and Fereshteha's romantic relationship during the game.

Some digital games and cartoons, with the design of the opposite sex friend next to the hero of the game or cartoon, indirectly emphasize the necessity of having a friend of the opposite sex for the user's children. In their interviews, 5.5-year-old Kimiai and 6-year-old Satish said:

Kimia is Mercede your friend?

Yes.

- Does she want to dance ballet when she grows up?

I don't know.

- Does she look like Barbie?

No, no, she's fat, she doesn't have a boyfriend.

- do you have a boyfriend?

(Says in a quiet voice): Yes.

- Who is he?

he is in the kindergarten.

- What is his name?

Radin.

- How old is he?

He is 5 years old.

- Is Radin your boyfriend?

Yes.

- How is your boyfriend different from your other friends?

Well, I don't know, but all the girls have one.

- Like who?

Like Mobina (the girl next door ) and Belle (a cartoon character), like Cinderella, like Barbie, like all of them.

Do they all have boyfriends?

Yes.

- How do you know?

I saw it myself.

- Did you see the cartoon?

Yes, I saw it on Ista (Instagram).

- What did you see?

I saw them go for car rides, eat dinner, buy gifts, watch movies, and sleep.

- Can you show me?

come see

- I mean, everyone does the same thing with their boyfriends.

Yes".

"- Setayesh, do you have a game?

I don't have a tablet at all, it's broken, my dad said I'll buy a new one for you.

- Well, what games did you play before?

I had a barbie that I had to make up, one was a ball that you shouldn't let hit the wall.

- Well, how can you explain to me?

For example, you would bring a barbie, then do makeup, then buy her shoes and clothes, then take her away and choose a man for her.

- What kind of man would you choose?

It means boyfriend.

- Well, what would happen next?

They go together in a hall and dance.

- Would you like to be Josh?

Yes.

- Why do you like it?

Because I like the bride.

- Why do you want to be like a bride?

Because she wears high heels, beautiful clothes, and then dances with a man.

- Do you also want them to choose a man for you?

Yes i like.

- Why do you like it?

I don't know, but I like it very much."

6-year-old Arslan and Sohail stated in their interviews that they had witnessed the boys and girls kissing the heroes of the game or the mother of one of the footballers having a boyfriend while playing the Scooby Doo game and football cartoons. :

- Well, Arslan, when the soul left, what did the others do?

Having fun and kissing each other.

- Kissing whom?

Scooby's friends kiss each other.

- Aren't Scooby's friends male?

Both of them were men.

- How many women are there?

two.

- Do Scooby's friends kiss each other?

Yes.

- Well, what happened after kissing each other?

Everyone liked it.

- Why did everyone like it?

Well, become friends and stop being angry.

- Why be angry with each other?

Because he did not hold the woman, he fell to the ground.

- Does that mean that when the woman fell down, she was angry with the dead man?

Yes.

- Have you ever seen any of the action they did in these cartoons up close?

No".

- Sohail, can you tell me what the cartoons you see on TV are?

I see Pink Panther, SpongeBob, Tom and Jerry, Rainbow and Uncle Porang.

- Which of these cartoons do you like the most?

none of them

- Why none of them?

Because they all are boring.

- Why?

Because they bore me.

- Why are you bored?

Because they do repetitive and tasteless work.

- For example, what works?

For example, the pink panther is building a house, but he destroys it.

- Do these things make you tired?

Yes, I'm getting nervous.

- Why are you nervous?

because he is stupid

- Why don't you like the rest of them?

They are all stupid, then they think I am a child, they talk like a one-year-old child.

- Why do they think you are a child?

I don't know, but I hate them.

- How do you know that they think you are a child?

Did you see the soccer player cartoon?

- Yes, what is this cartoon?

They used to show it on TV.

- Well?

On TV, Tsubasa's father dies, and his uncle comes to help Tsubasa. Do you remember?

- Yes.

He was not his uncle, he was his mother's boyfriend...

- Well, do you like Rainbow programs?

No.

- Why not?

Because they seem to be talking to a child.

- Why do they talk like this?

Because they are dumb, they all say the same thing, as if we don't understand.

- What do you not understand?

Adult talks.

- What do Adult talks mean?

Swear words, boyfriend.

- Who did you learn swearing from?

Tsubasa.

- Who swears in the Tsubasa cartoon?

Ishii (smiles when mentioning the name of this child character).

- Who did you learn boyfriend from?

Tsubasa.



- Well, what does a boyfriend mean?

It means kissing the girl and sometimes going out together.

- Who was doing these things in Tsubasa's cartoon?

Her mom's boyfriend.

...

- Do you think sleeping beauty is beautiful too?

Yes.

- How beautiful is she?

very.

- Why so much?

Because her lips are pink.

- Is she beautiful because her lips are pink?

Yes, I want to get a woman whose lips are pink, like Sleeping Beauty.

- Only her lips should be pink like sleeping beauty?

No, her cheeks must be red as well.

- Well, how did Sleeping Beauty get rid of that witch's magic?

A boy had to kiss her..."

In her interview, 6-year-old Yasman praises the romantic kiss that made Anna's frozen heart beat again:

"That first boy was mean.

- What did he want to do?

He wanted Anna to go to Hans's palace... Then Anna could only heal him with a kiss of love. Then Hans did not do this. Anna died. It froze Anna came to kill Elsa, she hit, Elsa froze, she made a mistake to Anna, Anna froze. Then Elsa hugged him, and he froze. Then he came back to life. In the end, she does not marry Hans; she marries another boy.

6-year-old Arsham says in his interview that he got acquainted with the concept of love in the war cartoon Spiderman. 6-year-old Azita also says that if the cartoon heroes wanted to get married, they should have exchanged rings. But they separated after kissing each other:

"- So Arsham, do you want to go with Spiderman and save people?"

Yes.

- What else are you willing to do instead of going with Spiderman and saving people?

I don't know what to do, but it has to be Spiderman.

- It doesn't matter what you do; the important thing is that Spiderman is with you.

Yes.

- Well, think that you went out with Spiderman, now what else do you want to do together?

Let's go with our love.

- Does Spiderman have love?

Yes.

- Where did you see Spiderman's love?

in the movie

- Did you watch the same movie without permission?

Yes.

- What does love mean?

Whoever accepts, I can save him.

- Where did you hear love for the first time?

In the movie Spider-Man.

- Who says love in the movie?

Spiderman says, I have to save my love.

- In the movie, does the girl accept Spider-Man as he goes to save people?

Yes.

- Well, Arsham, do you have love too?

Yes.

- Who is your love?

Maryam.

- Where did you see Maryam?

she is our neighbor

- Arsham, before you became Spider-Man's friend, was Maryam your love at that time?

No.

- Can you tell me how you fell in love with Maryam?

I saw that Maryam was afraid of a cat and was crying. I quickly went to rescue him.

- What do you mean?

I petted the cat, and it went away.

Aren't you afraid of cats?

no Is Tom afraid?

- Do you mean Tom in the Tom and Jerry cartoon?

Yes.

- Doesn't your mom say that cats make people sick?

Why?

- But you don't listen?

no

- Why don't you listen?

If this is the case, why does Tom's owner not get sick?

- So because Tom's owner doesn't get sick, we don't?

Yes".

"- Well, Miss Azita, do you like the preschool you attend?"

No.

- Why don't you like it?

They do not like us children at all.

- Why don't they like you guys?

They show us scary cartoons.

- What cartoons do they show you?

It's very scary, it was called the spritted away<sup>1</sup> (the child gasps for fear and shows distress on his face).

- Can you tell me what scary means?

---

<sup>1</sup>- Spritted Away is a Japanese anime. This horror-romance cartoon follows a girl on a picnic with her family, who loses their way and is captured by ghosts. Throughout the story, the girl fights to save her family and finally destroys the ghosts.

Her mother and father become pigs, and she loses both of them and becomes lonely.

- Do you think losing mom and dad and being alone is very scary?

Wow, yes, very scary. What does that girl do without her mom and dad?

- Why did Mom and Dad become pigs?

Eating food from the ghost town, oh, how much ghost food must taste bad.

- How do you know it was bad?

because becoming a pig

- Azita, do you remember anything else you saw in the cartoon?

Yes.

- Can you tell me?

The girl becomes friends with Simon, Simon helps her, her mom and dad become people.

- Who is Simon?

A handsome boy whose parents are already killed and turned him into a ghost.

- Well, at the end of your story, everything ends well, and the girl's mom and dad return?

No.

- Why not?

Her mother and father return, but the girl cannot marry Simon.

- Why can't she marry Simon?

Because Simon was a ghost, he did not marry the girl so that the girl would not be a ghost.

- Well, are you upset that she didn't marry Simon?

Yes, I cried a lot.

- Why did you cry?

Their separation was very bad.

- What do you do when you break up?

They kissed each other and then dropped the girl and went to the sky and was destroyed.

- Well, Azita, what do you think they should do if they wanted to get married?

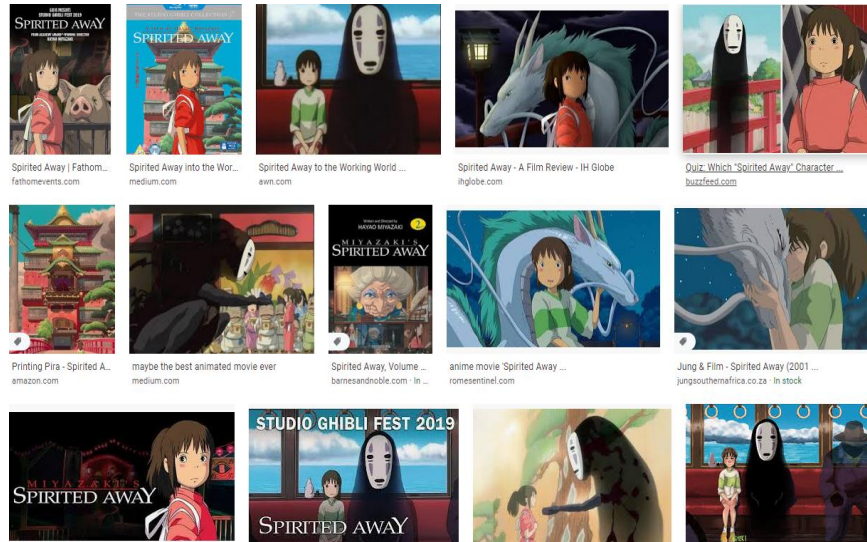
They were wearing a ring.

- So if people put a ring on each other's hand, does it mean they are getting married?

Yes.

- Where did you learn that marriage means giving a ring?

I saw it in the movie."



6-year-old Helia mentions Anna's marriage and Elsa's singleness in the Frozen cartoon, and finally Mehraban, 5.5 years old, is pregnant with Barbie (without this issue being raised in the course of digital games and animations or Barbie cartoons), says:

Have you ever played with your friends Elsa and Anna?

Yes, we played on my birthday. One became a deer, both of us became men, my friend and I became Elsa and Anna. But we shouldn't have made too much noise, because my mom told me not to make too much noise.

- Who were those two gentlemen?

One of them was Anna's husband, but then Anna went and got married to someone else. Elsa didn't have a husband either."

"You said that Barbie has children. Now, how does Barbie raise her children? Does she treat them well?

It's not real! she has some small ones. If she has a small one, then we will tear her stomach and take it out.

- Is her stomach getting bigger, too?

Yes, it will also tear later.

- How does it tear?

With a fake knife, it will tear, but in reality, it will tear too; we put the baby in it. We tie it with a sieve. Then, if you put three of them, it will become this fat, this means this much (shows a large size with her hand)".

Some digital games deal with pregnancy and how to give birth to children.

6-year-old Parmida, who seems to have been a user of this game (or a similar game), says in a part of his interview:

"- Well Parmida, what game do you have on your iPad?"

A person's heart is big.

- What does that mean?

It means that an adult brings a child, then you paint the child's room, then whenever she sweats, you dry her, then you buy a picture for the child and put it in his room.

- How do they give birth to Ni-Ni in the game?

Look, when he wants to be born, first you put a nylon on the ground, then blood comes out, then you take the baby, give it to its mother and it will be born... I was a child myself, I was so naughty that I cried all the time..."

## **2-26- Child abuse**

Child abuse includes acts and behaviors done by other people towards children, which harm their emotional, mental and physical health. In other words, any behavior or failure to perform actions that endangers the emotional, mental and physical health of a child is called child abuse. These abuses started from cases such as verbal and emotional abuse, leading to cases such as child abuse (and even sexual abuse) and causing physical harm to the child that may even lead to his death.

Child abuse is classified into four types: emotional (psychological), physical, sexual, and neglect. These cases include psychological (emotional) abuse, sexual abuse, physical abuse and neglect.

As it follows from the mentioned reasons, the category of media has not been seen in this collection. However, the research group's field investigations indicate that some children face verbal and psychological threats and harassment by entering the virtual space and social networks. In the same way, some children, by stating how their parents use the media, are in fact validating a kind of media child abuse, because, for example, by using horror movies, parents have in fact provided reasons for their children's fear and terror. .

5-year-old Rihaneh and 6-year-old Arin, who became cyberspace users at a young age due to the lack of cultural support from their parents, have described the examples of psychological abuse they have experienced as follows:

"What happened after your mom told you to delete your Instagram?"

He saw our photos on his Instagram. A gentleman had just come and wrote, "How ugly you two are."

- Are you upset?

He told us it was ugly.

"... so you said you also sing songs?"

Yes! Then I will put them in Telegram too!

- Do you only post the songs you sing?

No, but mostly I send the song that I sing.

Besides the song, what else do you send?

I send my photo or video of myself.

- Ariyan, has anyone ever bothered you on Telegram or Instagram?

Many people bother me; for example, they send emoticons and make fun of me."

In her interview, 6-year-old Tabsom mentioned an example of parental media child abuse. In the first part of her interview, Tabsom mentioned her father's obsessiveness, and in the next part of her statement, she mentioned her extensive anxieties that The tickling of the skin of the hand has appeared in his life, he says, but despite the recent cases that show Tabsom's mental weakness and instability, his father uses violent and scary movies, even though his son, due to his mental distress He is very afraid of these topics, the child has put himself under extreme tension and tension, which may be his mental tic, a reflection of the same intense psychological pressure that is inflicted on the 6-year-old smile. Tabsom said in his interview:

"My father is very obsessive; when he takes a bath, it takes two hours.

- Who told you that your father is obsessed?

I saw myself, he goes to the bathroom, it takes a long time to come.

- Does the bath take long?

His other work also takes a long time, when he wants to get ready or pick up a bag, everything takes a long time, he's so clean, my dad, he says, it's under the bed, it's over there, it's over there. My poor mother is crazy because of my father.

Why?

So much so that my dad says to clean here, clean there.

- Do you help your mom too?

Yes, once in a while.

- What do you do?

I wipe the table with a napkin, vacuum, and mopping.

- Does your mother always clean the house?

No, only on Thursdays, she takes me to the bathroom and cleans the house.

- Does your father help?

No, sometimes he sleeps from morning to night; he is so sleepy.

...

- What happened to your skin?

I don't know, but I peeled my hand a lot.

- Why?

I don't know it just happened and I kept peelig it.

- When do you do it?

Those times when I don't have fun.

- Doesn't it hurt?

No.

- Is it not bleeding?

No, sometimes yes.

- It's bleeding, what are you doing?

I'm going to take a shower.

...

- Have you ever seen a scary movie?

No, but my father sees it, I get scared.

- What will you do next?

I go to my room, I call my mom, I put hy hands on my ears.

- Why?

It's so scary, I don't want to hear its voice.

- What was it about?

A witch wanted to kill someone.

- why is it so terrible?



they wanted to kill each other.

- Won't you tell your father not to see these?

If he sees, I will go to my room."

6-year-old Ariyan stated in his interview that he uses Ben 10 as his favorite role model to physically abuse his little brother.

"- Ariyan, who is it that you drew?

You don't know him, do you?

- No, well, who is it?

Wow, you don't know! Very cool, ben 10 is very strong, he is cool, he is very handsome...

- Ariyan, do you have siblings?

Yes, I have a brother.

- What is his name?

Aria.

- How old is Aria?

he's young, I think he's 1 year old.

- Is Aria crying too?

Yes, he is crying all the time, he doesn't let us sleep at night, he is crying all the time.

(According to the conversation I had with Ariyan's mother, she said that since Ariyan sees Ben 10, he says a lot of dirty words).

- So Aria is crying. Are you bothered?

Yes, when he cries, I pull his hair (according to a conversation I had with Ariyan's mother, she had seen bruises on Aria's hands, which they assumed were Ariyan's work).

- The way he cries the most!

Oh, but I'm feeling relieved.

- Do you only pull his hair?

Yes.

- You don't do anything else to him?

Well, I bite him. Dont tell my mom (Ariyan's mother put a lot of emphasis on Ariyan's violence in relation to her brother and noted that she didn't dare to leave the two of them alone together)".



With the expansion of cyberspace, some new types of child abuse have been added to the previous cases of child abuse. One of the new types of child abuse that can be seen in cyberspace is the use of blogger parents by their children to carry out the advertisements deed by their employer, in the sense that with the establishment of internet businesses, some people in the course of advertising The products in question also benefit from their own children, and this act is an example of child abuse and exploitation, because these children, like a model, are busy drinking, eating, dressing, posing and In short, they are trying to serve the promotion of the product as required, and of course, their work in the virtual space will not leave them in the future. The following report is a part of an interview with some blogger mothers who included their children in the course of their advertising work.



In the preliminary interviews conducted by one of the writer's students with some entrepreneurial mothers on Telegram and Instagram social networks, it was observed that some of the mothers who, in the course of their work, put their children alongside themselves in the virtual space, are trying to gain They are their own income and profit increase, they are basically unaware of a category called child exploitation. The following interview shows an example of such mothers:

"Baran is an attractive kid, secondly, a kid who is so well-known now and has realized that he can use his language and body skills, well, obviously, he will find many fans. I will not be sensitive if someone kills my child, but I will not allow anyone to manipulate my child. Well, everyone loves the rain. Now I see how confident he is; when I was a child, I was forced to speak; I couldn't speak at all. I couldn't even say hello. My mom always said, why don't you say hello to this why don't you say hello, but now I see how sweet the rain is when you are three and a half years old. I enjoy this situation myself, and I feel that this is compensation for what I didn't have.

- Don't you think that Baran is far away from her childhood world and is entering the adult world very soon? Maybe this is a model of exploiting and abusing?

I don't know, I haven't thought about it yet."

There were fewer entrepreneurial mothers who had thought about the possibility of their child being injured, but had not done any seriousness and follow-up in this regard. The following example shows examples of these mothers:

"- I saw on your page that you have many promotional photos of Nasim?"

It's a normal thing because now all these children are celebrities, they have pages, for example, they have a few followers, their mothers, take them to the studio, take them there, take them on a trip, post videos of them, even though I don't even I don't accept being like that, because I think, when a child from the age of 4 is all in the salon, hairdressing salon, and in the studio, what will happen to him when he is 20 years old, I am in a family. I grew up very religious, with a very traditional atmosphere, so, for example, I wanted to go out with my friends at the beginning of high school, but my mom and dad wouldn't let me. We had stories all those years that led to my confinement at home. I come from this family. I have a traditional theme and this model, but I hate strictness. I don't think my daughter is in this field; in my opinion, I'm average."

Some of the interviewed mothers, after their initial success in earning economic income, tried to use their creativity to include their children in their advertisements and in this way increase the amount of their followers and as a result earn money. . The following interview shows an example of this meaning:

"- Can you tell me a little about your daughter and what made you want to use the Fereshteh in your card?"

Initially, I was only taking videos of myself and filling in, but then I concluded that I could work in all areas. Not just the food of restaurants and cafes and so on. Now, I am inventing new recipes myself. Then I saw that we have a lot of baby food. I can advertise food even for an Fereshteh. Now, children are more interested in food than adults, so I decided to bring Fereshteh into this valley, of course, I won't tell Fereshteh that I'm filming him, because if I do, it will be an artificial scene. Fereshte sometimes bothers me so much for a video that I regret my Haft Jed and Abad. I won't tell him anymore. I come, I prepare her and put her in a beautiful dress, and then I come and say, Fereshteh, what are you eating? How does Fereshteh taste? She pampers herself, and I take a one-hour video of her, then I edit it, take it wherever I want, and I make a four-minute video of it. For now, it has been very well received. One of the milk factories has requested me to advertise for them for milk, coconut milk, banana milk, and other things, and their idea, in this case, is to advertise with an Fereshteh. I think more about the money for Fereshteh's presence, children always attract attention to advertise being attractive, because they are sweet and natural.

Despite the fact that some mothers implicitly mention the risks they have encountered during the use of their children in cyber space, in most cases, they ignore these risks in front of the benefits of using their children in cyber space.

One of the mothers said in her interview about the problem she saw in her child's behavior:

"Fereshteh is overweight right now, I don't want him to get fat, he and I are making money by eating now, this can make him fat, I don't like this and I'm afraid Fereshteh will get used to eating."

The following interview is an example of cases in which the mother, despite feeling the dangers that threaten her child's use of the cyberspace, with emphasis on the child's entertainment and enjoyment of being in the cyberspace, refrains from using her child. He has defended in cyberspace:

"- Well, Mrs. Mehtab, do you think the job you are in will have any consequences for your daughter in the future, and what are the consequences of using it as an advertisement?"

Well, I think, this is very good for Mahshid, for now, it's very fun and he likes it a lot, it's like he's playing, you know, because when I say Mahshid, we want to take a picture, pose, he's laughing and having fun, of course. Sometimes he gets bored with the videos, but I think he likes it. I myself have a very good feeling that many brands like Mahshid and choose him to be a model. I am proud of him and I think this work can be effective in his future. Because now Mahshid has become my children's model, many of my followers tie their girls' hair like Mahshid and dress like him.

Despite acknowledging the inappropriate behavior of their child, some mothers indirectly pointed to the dangers of using him in cyberspace; one of the mothers stated in this connection:

"Baran is already famous and arrogant, but everyone loves her very much. But she often thinks, for example, that now she is doing a tea advertisement. When she gives my answer, I tell her, for example, I say do this, she says no, no, I won't, I'm very famous, I say pull yourself together, kid, don't be rude now, you too. I talk to him in this way; for example, I soften her so that she won't be that arrogant.

However, despite the dangers that mothers implicitly mention about their children, in most cases, they turn a blind eye to the above-mentioned dangers with the purpose of other interests directed at their child during this transition. The following statements of blogger mothers are examples of this direction:

"This kind of modern effort of a mother can be for her child's future career".

"I can also start a business and make it famous."

Therefore, in a brief summary, it can be said that the children chosen as modeling children by the families are on a path that, due to being placed in inappropriate educational conditions, they experience injuries that may even cause some disturbances in them. In other words, a child who is the center of others' attention from a young age will also want extreme attention from others in adulthood. One of the similar cases that can be noted is the feeling of narcissism in these children, which is possible in adulthood. It appears as a personality disorder in them. These children's tolerance for failure may be lower compared to other children. Considering that the time of advertisement use of these children is probably limited, this can cause the children to experience depression and some other psychological disorders and injuries after the advertisement is finished.

Therefore, it is necessary to control and limit the advertising exploitation of children in cyberspace by informing parents and paying attention to the cultural parents of the society.

## **2-27- Addiction of children to PS4, tablets and smartphones**

Ala is 15 months old, and her mother, despite having a very suitable economic situation, is extremely insistent on working outside the home and has chosen a job as a lifeguard solely because of her desire for prestige and materialism, and just 3 months after the child's birth, she leaves it with her relatives to return to her fantasy world, and the poor child is stuck in the house with its aunts and uncles every day. The child, despite being only a few months old, understands the absence of its mother well and cries a lot. From the beginning, when the child would cry, its aunt would take out a phone or mobile phone and pretend that the mother was on the other end, saying 'Mama's calling you, come talk to Mama' and so on. The child, in order to escape the sadness of being separated from its mother, became familiar with the world of gadgets and mobile phones at a very young age. Now that the child is 15 months old, its sole plaything and entertainment is the mobile phone!

I don't know how this child can distinguish between a real phone and a toy one at such a young age. It moves its hands to put the phone on a table, which is meant for holding the phone, and presses its fingers on the buttons. Sometimes, it takes advantage of its parents' neglect to make wrong calls, such as at 1:30 am, and since it can't talk yet, it causes concern for the recipient. In my opinion, this innocent child's familiarity with this technology at such a young age is cruel and its addiction to these devices has introduced it to a world that deprives it of childhood. The child only eats when it's in front of the phone, because when its attention is focused on the phone's content, it puts food in its mouth. The child only sleeps when it's holding the phone, and when it cries, those around it try to calm it down by giving it the phone instead of toys.

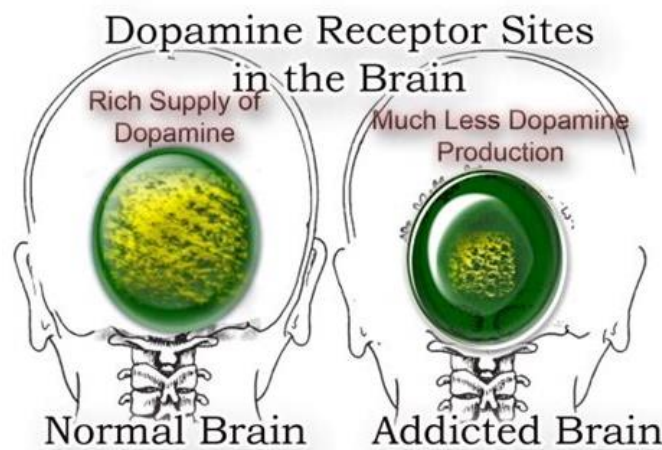
"In the past, addiction<sup>1</sup> was only referred to as a dependence on drugs, such as alcohol and psychotropic drugs, but further research has shown that some behaviors, which are repeated in a compulsive manner, follow a similar pattern of addiction to drugs. As a result, behavioral addiction, which refers to addiction to behaviors such as gambling, shopping, watching television, exercising, working, and similar behaviors, was gradually introduced as a parallel concept to addiction to substances.

Historically, the term "Internet Addiction Disorder" was first introduced by psychiatrist Ivan Goldberg in 1991. Initially, he defined it as a joke and based on the common belief at the time about psychological addiction. According to this belief, people could become addicted to behaviors such as shopping. However, Goldberg soon received emails from individuals who claimed to be suffering from Internet Addiction Disorder.

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<sup>1</sup>- In psychological and psychiatric literature, the term "addiction" is not used and instead, terms like "misuse", "abuse", "dependence", "compulsive behavior", and "obsession" are used to explain different types of addictive behaviors.

Research has shown that there is a physiological basis for addiction between drug addiction and behavioral addiction. In other words, the same neural mechanisms that are involved in drug addiction are also involved in behavioral addiction. For example, when a person consumes a substance or engages in a behavior that releases dopamine and noradrenaline in the brain, they experience pleasure. This release of dopamine and noradrenaline is the same mechanism that occurs in response to behaviors such as gambling, exercise, sexual activity, shopping, and getting lost in technology. As humans seek pleasure, they are more likely to repeat these behaviors. However, once they have achieved the initial pleasure, they do not experience the same level of dopamine release again, which is why users of technology are forced to increase their usage to achieve the same level of pleasure again. This is the same cycle that is observed in drug addiction.



The figure below shows the reduced dopamine release in individuals addicted to technology:

Although the individual's choice in performing behaviors like interacting with new communication technologies is initially fully considered, the brain's hormonal secretions lead to a pleasurable feeling that the individual experiences as a good and enjoyable sensation. As a result, the pleasure obtained compels the individual to repeat the behavior, and they gradually enter a cycle of using addictive patterns, moving away from their rational choices. The addicted person's brain forces them to repeat the deed behavior.

According to Catton (2018), addiction to mobile phones is accompanied by symptoms such as anxiety, insomnia, and depression, which are also linked to increased cortisol secretion, a stress hormone in the body. This can lead to some cardiovascular and coronary consequences for individuals addicted to technology.

A crucial point that needs to be considered in addiction and dependency on technology is an interactive approach to understanding addiction. It is not sufficient to simply attribute addiction to certain attractive features of technology. Instead, we should ask which individuals with which characteristics are attracted to technology and become addicted, and which individuals with which characteristics resist the allure of technology and do not become addicted.

In line with the suggested criteria by Kimberly Young, Marhaman-Martin, and Schouls (1386), and after some modifications, a scale was proposed for detecting addiction to various technologies (including digital games, satellite TV, internet, mobile phones, and social networks). The results of this study showed that this scale has satisfactory performance in detecting addiction to various technologies in the Iranian population. The content of the questions in this scale includes:

1. Spending too much time on the deed technology (digital games, satellite TV, internet, mobile phones, social networks).
2. Mental preoccupation and involvement in the deed technology.
3. Decrease in educational or work performance upon starting use of the deed technology.
4. Escaping from anxiety or depression by using the deed technology.
5. Inability to control and reduce use of the deed technology.
6. Waking up early to spend more time on the deed technology (the need for more time to achieve satisfaction).
7. Hiding the amount of time spent, expenses, and usage of the deed technology from others.
8. Feeling anxious, irritable, depressed, or irritable due to trying to reduce use of the deed technology.
9. Asking or seeking help from others to use the deed technology.
- 10- Feeling regret about the time spent on the deed technology.
- 11- Using the deed technology for excitement and social interaction with others.
- 12- Giving up on education or work to focus on the deed technology.
- 13- Refusing to engage in social interactions due to focusing on the deed technology.
- 14- Getting stuck in personal, educational, or work-related problems due to focusing on the deed technology.
- 15- Suffering from some physical problems due to using the deed technology.

Questions 7-1 are based on the suggested diagnostic criteria for internet addiction by Young, Marhaman-Martin, and Schouls. Question 8 is based on Young's suggested diagnostic criteria, and questions 14-9 are based on the suggested diagnostic criteria by Marhaman-Martin, Schouls, and others. Question 15 is an added criterion that was not included in the previous suggested criteria. The reason for including this question is to follow a bio-psycho-social model in analyzing human problems, as humans have three dimensions: biological, psychological, and social. The lack of biological criteria in Young's and Marhaman-Martin's suggested criteria is a weakness of these criteria.

The results of our preliminary study suggest that children under the age of 2 years old may also be dependent on technology. The study found that many symptoms of technology dependence were

observed in children, including: Spending too much time on technology, Being unable to control the amount of time spent on technology, Sacrificing all aspects of life, such as eating and sleeping, for technology use, Being preoccupied and mentally involved in technology, Escaping from anxiety or depression by using technology, Feeling anxious, irritable, depressed, or irritable due to trying to reduce technology use, Requesting or seeking help from others to use technology, Refusing to engage in social interactions due to focusing on technology, Suffering from physical problems due to technology use.

In an interview with two children, Arash (6 years old) and Helen (5.6 years old), they mentioned spending too much time on their devices:

"What do you do with your tablet every day?"

"I usually spend my whole day playing games or watching videos until bedtime."

"(Friend of Arash): I'm usually on Telegram from morning to night."

"What kind of cartoons do you watch?"

" Elsa and Anna."

- How many hours do you spend playing games on your tablet every day?

100 hours.

- 100 hours is a lot!

I love playing games, and if I don't play, I'll die.

- Why do you think you'll die?

Because I'm addicted to them.

Spehard (5 years old) and Mohadeseh (6 years old) mentioned in their interview that they are so absorbed in playing with their tablet that they even don't notice when their mother calls them:

- Have you ever been playing and your mother called you, but you didn't hear her?

Yes!

- Have you ever been playing and your mother called you, but you didn't notice her?

Yes, once!

Hadi (6 years old) mentioned in his interview that he gets addicted to playing games and has difficulty controlling his screen time:

- What happens when you play too much? Can you explain a little bit?

I get into a bad state.

- What do you mean?



My eyes turn red because I play too much.

- And do you get tired?

Oh, yes.

- Don't you think about yourself then, and won't you play less next time?

I say, "I'm not going to play anymore" (laughs).

- But then you go back to it again.

Yes!

Ehsan (4 years old) and Sogul (6 years old) mentioned in their interview that they are so addicted to their tablets that they even refuse to eat lunch, but they can't stop playing:

- Let's go eat lunch, it's time for lunch.

No.

- Why aren't you hungry?

No.

- Don't you like food?

(Ehsan is busy playing and doesn't respond)

- Ehsan, come eat lunch with us, and then we can play again.

No, I don't want to, I don't want to!

Researcher: When I asked Ehsan's mother about the effects of excessive tablet use on Ehsan, she said with sadness that the tablet has even made Ehsan less interested in eating and has caused him to eat less and spend more time playing instead.

- Sogul, which game do you like more?

Police game.

- How many hours do you play?

A lot.

- For example?

From morning to night.

- You're a girl, police game is not a boy's game, right?

I love being a police officer.

- Do you only play the police game from morning to night?

Yes.

- How many hours do you play other games?

I play all of them.

- Have you ever sacrificed eating lunch to continue playing?

Yes.

- Have you ever seen your dreams about playing?

Yes.

One of the kindergarten teachers mentioned in her interview that some of the children she teaches don't just bring their tablets to school, but even bring their chargers along with them, so they can immediately charge their tablets if they run out of battery.

Similarly, the teacher mentioned that some children also request to use her phone during school programs, even when they have the least amount of free time, just to play games for a short while!

Sepher and Mehdi (6 years old) mentioned in their interviews that they are willing to give up all aspects of their life just to play games on their PlayStation, tablet, or phone.

«... I also play with my toys!

- What kind of toys?

With those Lego blocks I told you about, Lego people, I play with them.

- Is that it?

Yes.

- Do you like playing with Lego more or playing with your tablet?

My tablet.

- Is there anything else you like more than playing with your tablet?

Yes.

- What?

PlayStation.

- Besides PlayStation?

No.

- Anything else?

No.»

«- Mehdi, how many hours do you play on your tablet?

A lot.

- For example, from when do you start playing?

From morning when I wake up.

- So after washing your hands and face and eating breakfast?

Yes, if my mom doesn't notice, I start playing right away.

- How long do you play for?

A lot. Until my mom takes the tablet away from me by force.»

One of the research team members writes about Arya's behavior towards his cousin Parsa at a family party:

«Arya and Parsa are cousins. Parsa took his father's phone and started playing at a family party, as usual. However, since Parsa's parents had asked him not to give his phone to anyone else, he tried to continue playing while keeping an eye out for Arya. But when Arya noticed Parsa playing with his father's phone, he asked Parsa to give it to him so they could both play together. However, Parsa refused and the situation escalated into an argument. Despite their father's attempts to intervene and mediate the dispute, Parsa refused to give the phone to Arya and became angry and aggressive towards Arya, eventually making a death threat against him.

Many symptoms of technology addiction are visible in the children interviewed. The interview with 5-year-old Saeed is particularly noteworthy in terms of the progression of a child's addiction to technology and its subsequent symptoms and consequences.

Researcher's note:

Saeed is a 5-year-old child who is very attached to his tablet and TV. He keeps the TV on from morning to evening and refuses to let his family turn it off. He even plays with dolls and eats his meals in front of the TV. Saeed also watches his favorite programs on the car's DVD player during car rides. His eyes are puffed and slightly red. According to his kindergarten teacher, Saeed is very anxious, introverted, and has few friends. He has sleep problems and occasionally experiences nightmares. He also has teeth grinding and twitching as other problems.

A part of the interview with Saeed is as follows:

- Saeed, how old are you?

5 years old.

- Do you go to kindergarten?

Yes. Kindergarten is heaven.

- Do you like kindergarten?

No. Because there are some boys and girls who always bother me.

- Do you go to kindergarten every day?

No. Sometimes my stomach hurts, and my dad comes to take me. I don't like it there. I want to stay home and watch TV.

- When you're at home, don't you get bored?

No. I don't want to grow up and go to school. I want to stay home and watch TV.

- Do you really like watching TV that much?

Yes. I've seen all the TV shows in the world.

- For example, which TV shows have you seen?

Sponge bob, Kitty, puss in Boots, Five-oh-five that saves people from fires, Tokyo Ghoul, Batman... many others.

- Do you watch these TV shows every day?

Yes, I watch them from morning until night. Only when I'm playing on my tablet do I not watch TV.

- ... Okay, Saeed, let's talk a little more about the games you play...

- Do you play Clash of Clans?

Yes, I play a lot. What's the problem with that?

- I was asking that. I wanted to know how much Clash of Clans you play.

Good, I play a lot. I play it all the time.

- Is it every day?

Yes, it's very good. At first, people are scared, but when they play all the time, they don't get scared anymore.

- So you don't get scared anymore now?

Why not? My mom holds me tight until I fall asleep. She doesn't want me to see the scary things.

- Do you know how much this stuff bothers you? Do you want to stop playing violent games?

No, I still play. In the morning, when it's bright outside, I don't get scared. I want to play Clash of Clans every day, I really like it.

- Do you have nightmares?

Yes, I have nightmares every night. I wake up from my nightmares. My mom took me to the doctor, but I still have bad dreams.

- What kind of dreams do you have?

I dream that a bad witch comes to take me away to a magical castle. Ah, witches can make children disappear and turn them into a black ugly cat. I always think that something is hiding under my bed. Sometimes I dream about monsters that come to put me in a bag and take me to the land of monsters. They eat human babies. I always think that something is hiding behind my bedroom curtains. One time my cousin showed me a scary movie and it has been stuck in my mind.

- So you're really scared, girl. Do you think you can reduce your game time a bit?

What do you mean?

- Do you mean that I should play less on my tablet?

No, I don't want to. If I tell my mom that I don't want to be with her anymore.

- But you said that you're scared at night.

Well, it's okay. I'll sleep with my mom and then I won't be scared anymore. If I go to my own bed, I'll be scared. My dad said that I can sleep with my mom as long as I want to.

- That's why your mom is worried about you.

That's true. My mom feels like her daughter is really addicted.

- To what?

To television and her tablet. Thiria turns on the TV from the time she wakes up until 12 am or sometimes until 1 am. She either sits in front of it or plays on her tablet at the same time. The TV is always on.

- Why don't you turn off the TV?

We can't win the argument. She screams so loudly that she doesn't let us have any peace in this apartment. And she also has bad dreams at night.

- But these games and excessive addiction will cause many problems for you.

Yes, I know, we're already dealing with this child now. Thiria has become addicted to these things at this age. (She starts crying a lot). But I don't think we can do anything about it anymore...

## **2-28- the negative effects of raising with technologies**

One of the foreign researchers said, "In the past, children would play outside, climb trees, and touch plants, rocks, and soil. They would chase butterflies and in this way, they would experience the real world and understand it. These children of yesterday are now adults in their community who may not have very good morals and may have unstable and unbalanced behaviors in economic, social, and cultural fields."

But if we focus on the children of today, we see that children (especially if they don't have a family or a special program for them), at first, they are engaged with tablets and later with smartphones. They will insist on getting their own phone and then become users of computers and satellite TVs. In other words, children spend most of their time in the virtual world instead of experiencing the real world.

Therefore, if adults who grew up in nature are ordinary and not very deep, effective, and beneficial humans in their adulthood, children who are growing up in the virtual world will be what kind of humans in the future?

A glance at the companies that have created the virtual world shows that even though Americans could not achieve absolute dominance in the real world, they are seeking to achieve absolute dominance in the virtual world.

The research shows that among 15 major technology companies, three Chinese companies (Alibaba, Tencent, and Baidu), one Japanese company (Ragouten), and the rest are American companies (Apple, Google, Amazon, Facebook, etc.). Similarly, among 15 major software companies, except for one French company and one German company, all are American companies. However, Americans are seeking to achieve absolute dominance in the virtual world by buying shares of non-American companies.

These companies are trying to design the most attractive pages possible with the help of psychologists, sociologists, anthropologists, and similar scientists. They are trying to attract more users by processing massive amounts of user data with artificial intelligence and creating scenarios. The execution of these scenarios is done by robots that flow through the virtual world.

Unlike countries where political leaders have a general understanding of their society based on half-baked surveys, companies that have created the virtual world have gained deep knowledge of their users by collecting the most confidential information about them. They can even claim that if someone has 100 likes on Facebook, they know them better than their spouse. If someone has 170-160 likes on Facebook, they know them better than themselves.

Therefore, it can be concluded that the idea behind the virtual world is not what companies claim to be independent and free-spirited. Instead, they are trying to shape their users into passive, accepting, self-absorbed robots who are fully at the service of capitalist goals. These humans have abandoned their freedom, independence, and choice-making abilities as a human being and have become playthings in the hands of capitalist companies.

These humans have the characteristics of an ideal human being in a capitalist world - they eat like a cow and produce like a cow. They are always chasing consumption and consumption more than ever. They never seek rebellion or protest.

Therefore, it seems that if parents, preschool teachers, and educational educators in society do not have a positive, effective, and serious intervention in the virtual world, the virtual world with its numerous attractions will attract its users (especially children who are not equipped with critical

thinking), and ultimately, it will shape them into passive, captive, and played humans who are easily manipulated by the policymakers behind the companies that have created the virtual world.

Zhang (2013) presented a limited representation of the consequences of excessive use of technology. In his study of mobile phone users among students, he found that mobile phones cause users to spend more time at home and interact less with the outside world.

Zhang refers to this phenomenon as "Zhai lifestyle" (style of life), writing that individuals who adopt this lifestyle are exposed to many psychological and physical risks and need to be aware of the consequences of this lifestyle.

In the field research group's study, multiple samples of preschool girls and boys mentioned the attractions of the virtual world over the real world and expressed their strong interest in staying in the virtual world rather than the real world.

For example, Yelda (5 years old) said:

"I play games like this one, for example, I play a lot of makeup games. Then my mom says I'm tired.

- If you play too much on the tablet, won't your eyes get tired?

No.

- What's your hand like?

My hand is tired.

- If you play too much on the tablet, won't your head get tired?

No, my dad said I'll take away your tablet. The tablet wants to take control. It's a shame because I used to love blue, but now I like red.

- Ah, so you want to buy a new tablet. Do you like playing with toys more or on your phone?

With the tablet and phone. I don't have patience to play at all.

- So you prefer playing on the tablet?

Yes.

- So why don't you like playing with toys or with other kids?

For example, I don't like it.

- Why don't you like it?

Because it's boring.

- So toys and playing with other kids are boring, but playing on the tablet is more exciting for you?

Yes. Playing on the tablet is very good. And I also like playing with it."

"- Ah, Sara, what do you do at home now?

Oh, doll play, computer games, and of course, I put CDs on the computer, but I don't play with it much, I play more with my tablet.

- What kind of games do you have on your tablet?

Hide and seek, fish and rabbit games.

- What is hide and seek like?

For example, if there's something tall, you have to hit it with something else, and then it goes up, and then it goes down the other side.

- Fish game, what's it like?

You have to catch the fish and throw them to the other side.

- Rabbit game, what's it like?

You have to pull their ears and then they pull their ears back from the other side.

- Do you prefer playing on your tablet more or playing with dolls?

It's obvious that I prefer playing on my tablet more.

- Why? Are dolls better than that?

No, they're not better than that.

- Why are they not better than that?

Because my tablet is much more fun.

- In what way is it more fun?

Well, hide and seek and those things are no longer fun... .

- Taha, do you prefer playing with your toys or with your tablet?

With my tablet, because I love its games a lot... .

Soroush and Pouria, both 6 years old, also preferred the virtual world over the real world in their interviews. Soroush described playing with his friends as something repetitive and Pouria said that playing with computers was more exciting than going to the park:

"- Ah, Soroush, do you prefer playing with your tablet or with your friends?

With my tablet and my friends.

- Which one do you prefer more?

With my tablet.

- Why? Because there are more games on it...



Can't you play much more with your friends?"

It's all repetitive.

- What's repetitive?

We do the same thing every day, I get tired, but the tablet is very exciting.

- You said you have a lot of games on your tablet? What kind of games do you have?

Spiderman, the fighting dinosaur, which is actually not a dinosaur, and then the final dinosaur.

(Pouria excitedly describes the game) It destroys houses, fights with knights and giants, and shoots them down.

I have another game on it too, it's a Kalashnikov, it shoots and kills everyone.

...

- Do you go to the park?

Yes, I go near my home.

- Do you prefer playing with your computer or tablet more or going to the park?

I prefer playing with my computer more."

Interview with Amir Ali's mother:

- How much does Amir Ali play with his tablet?

Very much.

- For example, how much does he play on the tablet in one day?

He comes home from work around 6 pm, we bring him to the house, and he goes straight to the tablet until 12 midnight and plays non-stop.

- So why did you buy him a tablet?

Honestly, Amir Ali would always ask us to play with him or take him to the park, and we were always tired when we came home from work. We didn't have time to play with him anymore. So we bought him a tablet so that he could be occupied whenever he wants.

- Did your husband also agree with this?

Yes, completely! He also agrees with me.

- Do you think the tablet can take your place for Amir Ali?

At least, it won't ask us to play with him and he won't want us to play with him.

- Do you agree with the idea that Amir Ali spends a lot of time playing on his tablet?

Yes, completely! As long as he's calm and quiet in a corner, it's good.

- Don't you think the negative effects of the tablet on children are important?

There's no choice, nowadays people are busier and their nerves are weaker, we can't always do what our children want."

Mahyar and Maha 6-year-old twins, in an interview, express their concerns about the tablets their parents have given them. Mahyar says:

- How long have you and your sister had tablets?

Um, I don't know, I think it's been about a year.

- So, before you had a tablet, what did you do?

Back then, we would play together or I would play with my cars, and my sister would play with her dolls. Sometimes we would play together with a ball that our neighbor got upset about a few times. He came up and scolded us and our parents told us to stop playing. Our mother even took away all our toys.

- Did you like playing more with your sister or playing on the tablet now?

I liked playing with my sister more back then, but now it seems like we're alone.

-Ah? What do you mean by 'alone'?

We're good together now, but sometimes when we're playing together, my sister is playing with her tablet and I'm playing with mine. It's only when we're at school together that we play more.

Finally, Eliya's mother talks about her daughter Rahe's experience with her tablet. She says:

- Did you disagree with giving each of your children a separate tablet?

Actually, I disagreed with giving children tablets.

In my opinion, children under 14 or 15 should not be allowed to enter the virtual world. This way, children forget their natural joys and only get involved in playing with tablets and other devices, which is not good. Moreover, excessive use of tablets and these devices can harm children's eyes.

- What do you think are natural joys?

For example, my sister's daughter is 9 years old and has had a tablet for about three years. After getting the tablet, Rahe no longer plays with her dolls and shows no interest in going out with the family. Sometimes, she even attends parties reluctantly, but always has her tablet with her. All these things are natural joys that are slowly disappearing from children's minds."

The mother says that Rahe's parents are also responsible for this situation, as they gave her a tablet just so she wouldn't cry and make a fuss. She adds that it's like using an electronic babysitter for Rahe.

- "Doesn't Rahe play with other things besides toys?"

- No, Rahe was very interested in her dolls before, but her mother didn't even have the patience to gather her toys from the house. Rahe was 6 years old when she got the tablet and immediately stopped playing with her dolls. Even now, I think Rahe has lost her natural enthusiasm.

Mehdi also mentions in his interview that his mother uses a program called IMo to talk to his brother while they are both at home. This means that there are modern families that are trying to show themselves off in front of their neighbors and acquaintances by excessively using new technologies:

"- What internet programs do your mother have?"

- Oh, she has IMo too.

- What is IMo?

- For example, my brother is in his room, and they're looking at each other's pictures and talking to each other (laughs).

- So, for example, they're both at home, but they're talking to each other through a visual image?"

- Yes."

"Researchers have argued that digital games can prepare children to face the outside world by teaching them various skills. For example, a 2017 report by How observed that digital games can introduce children to concepts like "buying at a supermarket", "going to a gym", and "visiting a beauty salon". Therefore, one can conclude that digital games can prepare children to effectively interact with their surroundings. However, it's important to note that if we consider the underlying context of these concepts, which is aimed at training children as consumers and promoting a life based on appearances, then digital games may not be as beneficial as they seem.

In countries like Iran, where there is no serious cultural awareness about the virtual space, children are excessively exposed to digital technologies without proper guidance, which can be detrimental to their development. This can lead to the creation of passive and robotic individuals in the best-case scenario.

Mahyar and Amir Ali, 6-year-old users of new technologies, show in their interview that they are even unfamiliar with common tools like a hammer in the real world:

"Matin: What are these (referring to coloring book shapes)?

- An instrument? What's it for?

Matin: Check!

- No, it's not a hammer.

Matin: Hammer?

- Yes, it's for digging.

- Do you play games like this that teach you something new?

Matin: I don't have any.

- Amir Ali, what do you do?

Amir Ali: No!"

Abdol rahim, 6 years old, has also expressed that even the vast variety of virtual space has become repetitive for him:

"- What do you play with Xbox?

For example, Tic-Tac-Toe.

- Just Tic-Tac-Toe?

Yes, but we don't play much anymore; we watch more cartoons.

- Why don't you play much anymore?

It's become repetitive for me."

"The future of individuals like Abdulreza, who even find the virtual world with its incredible variety repetitive, appears to be dark.

There are also young users who have experienced excessive use of digital technology, which has disrupted their mental balance.

A report by a researcher on Amir Hassan and Amir Hossein, 6 years old, goes as follows:

"I had previously known Fatemeh. Before her wedding ceremony, Fatemeh's mother passed away due to illness, and the ceremony was delayed. Fatemeh became extremely depressed due to this event. After her wedding ceremony, Fatemeh became pregnant quickly and gave birth to twins. Fatemeh was a working mother, and now she had to take care of her two sons, Amir Hassan and Amir Hossein, in addition to her work inside and outside the house. The twins were extremely mischievous and uncontrollable, and all these problems, combined with Fatemeh's depression after her mother's death and after childbirth, left her mentally unstable. She was hospitalized for a while and received psychotherapy and medication. After several months, she showed some improvement and was able to function independently with the help of her family members. However, Fatemeh still struggled with the twins.

They were extremely restless, impatient, and destructive. They had no fear of anything or anyone and would do anything they wanted. Since they were very dominant, they sometimes got into trouble with each other, and their mother would prepare separate things for each of them to prevent these problems. For example, each of them had their own independent mobile phone and tablet, and recently they even asked their mother to buy them a laptop! Their mother, who was always exhausted from work, would try to get away from their mischievous behavior by giving them these

devices. She would buy them new cartoons, movies, or games every week because they were very demanding. They also had a hold over their mother's heartstrings, making it easy for them to get what they wanted.

Amir Hassan and Amir Hossein would repeat any scene they saw in cartoons, movies, or games that was exciting or new to them exactly in their real world at home. But when they combined their efforts, disaster would strike! For example, one time they saw a scene in a movie where the hero jumps out of an airplane with a parachute and then they both went to their second-floor bedroom and jumped off the bed with a raincoat parachute. They fell on top of their father's stomach, who was sleeping on the floor below, and their father had to be hospitalized for several days due to complications in his stomach area. In another case, the twins would secretly take videos with their mobile phones like undercover agents in detective movies and suddenly burst into the bathroom or toilet to take their video. Amir Hassan and Amir Hossein would also hit each other or themselves on the window like a battering ram, which had resulted in several instances of cuts and stitches on their bodies. In summary, these two young children are a collection of unrecognizable cases that they commit dangerous acts together."

"Amir Hassan and Amir Hossein are strongly influenced by the digital games and movies they play. For example, when they saw a movie where a group of children was kidnapped from school, they were influenced by it and told their preschool teacher that a thief had taken Ali's brother, when in fact it was Ali's uncle who had come to visit his nephew. As a result, they caused trouble for their preschool teachers.

The twins are constantly immersed in cartoons, movies, and games that they watch and play, and as a result, they are heavily influenced by them. They do not think about the consequences of their actions and simply follow the examples they see in these products.

Amir Hassan and Amir Hossein have also become fascinated with the fireworks they see in movies and cartoons and have set off fireworks at home several times, causing damage to their property.

When I tried to talk to them about how to play games and download games, they reacted negatively and said, "You're so ignorant that you don't know how to do this stuff." They then took the snacks I had brought for them and left the room.

In summary, it can be concluded that the effects of playing digital games, movies, and TV shows on Amir Hassan and Amir Hossein can be seen in their behavior and speech. Therefore, growing up in a digital environment is a high-risk endeavor, and unless there is cultural awareness and active intervention, the consequences of excessive use of digital technology will be that users, especially young children, will be trained to become passive, dependent, and robotic humans. While some individuals may develop unevenly in this way, they will later become a dangerous phenomenon for themselves, their surroundings, and society as a whole."

## **2-29- Threat to Mental Health of Children**

The consequences of growing up in the digital age have been examined, and it has been noted that American companies, which are the dominant players in the digital industry, are seeking to impose their values and norms on the world. The aim is to establish an absolute control over the political, economic, and cultural spheres.

The previous sections of this book have highlighted the dual nature of the digital space, offering both opportunities and threats. If cultural preparation is not provided by parents, educators, and society, children may not be able to navigate the digital world effectively, and they may be exposed to more threats than opportunities.

Large corporations are trying to turn children into consumers by using digital games, cartoons, and animations. They are trying to shape children's values and attitudes to make them more susceptible to their influence. Political forces are also using digital media to promote their ideologies and values.

The digital games and animations that are popular among children are filled with violence, aggression, and trauma. They are designed to make children more aggressive, violent, and intolerant. Children who are exposed to these types of content may develop post-traumatic stress disorder (PTSD) or other mental health issues.

Religious and ideological groups are also using digital media to promote their beliefs. They are trying to convince children that their beliefs are the only true ones, and that they should not question them. This can lead to a loss of critical thinking skills and a lack of tolerance for other beliefs.

The consequences of this exposure can be severe. Children who are exposed to violent content may become more aggressive and violent themselves. They may also develop a sense of powerlessness and hopelessness.

In conclusion, the digital industry is a significant threat to the mental health of children. It is essential that parents, educators, and society take action to regulate the industry and promote healthy online behaviors among children.

The economic, political, and ideological goals that have been mentioned are being realized in digital games, cartoons, and animations, either in the form of games based on extreme violence, aggression, and fear, or in the form of games that promote consumerism, luxury, and sexual orientation to users. Of course, games with economic and political ideologies also have a special place in this collection. Therefore, in the following sections, we will outline the general outline of violent games, frightening and terrifying games, games that promote passivity, games that promote well-being and luxury, games that contain subversive ideologies, games based on sensual orientation, and games with special economic, political, and ideological implications. In the end, the threat to the mental health of young users who are often exposed to these products without cultural intervention from parents, preschool education providers, and cultural providers in society will be emphasized.

Games Promoting Violence and Aggression

Some preschool children have talked about playing very violent games. Saleh and Ariya, both 6 years old, mentioned playing a game where they can shoot each other and collect weapons. After that, they can use those weapons to shoot each other.

They also mentioned watching movies that are very bad. For example, they watched a zombie movie that was very scary. They said that every time they watched it, they couldn't sleep at night because of the fear. They also mentioned watching a hunting movie where animals were being killed.

Ariya was asked if he thought a tablet was good for children. He said yes, because it had fun games.

Mehraban, who is 4 years old, was also influenced by the products of the digital space and easily talked about killing (even killing himself) in a simple way:

"Mom and dad let me play a lot?"

Yes, why not?

If they didn't allow it now, what would happen?

I would kill myself...".



Scary games promoting violent



Some games, cartoons, and animations spread fear and horror among their users, especially young children. Kiana, 5 years old, and Erfan, 6 years old, talked about playing or watching scary and frightening content that has caused them fear.

"... My brother Kian is very scared of this cartoon, he cries, and my mother doesn't let him watch it. But I'm not scared at all.

- Why is Kian scared?

Because there's a dead girl who wears a wedding dress and wants to get married to a boy, and then worms come out of her eyes (I searched through his cartoons and found that the cartoon Kiana is talking about is the cartoon of the dead bride).

- Oh, what a bad cartoon! You shouldn't watch this again, Auntie.

No, I'm not scared. I have a real aunt like her. I'm not scared of her, I just see her pictures.

- Do you want to show me?

Come and see, but don't get scared, don't tell my mother about it, she'll scold me.

Okay...



(After showing the pictures) My beautiful aunt, these are all fake pictures taken with a mobile phone, they're not real..."

"... I only watched a movie about vampires and zombies.

- Did you ever have nightmares about these things?

Yes, I did, but I'm not scared.



- Do you mean you didn't sleep at night?

No, I would look at the window for a little while and then fall asleep again.

- So, do you wake up during your sleep?

During my sleep, I would look at something for a little while and then wake up again.

- Do you get scared when you wake up?

No...

- Do you take deep breaths when you wake up?

No...

- Don't you tell your mother about this dream?

I had this dream with Masood.

- Is Masood your brother?

No, he's my cousin.

- Did you watch this movie with him?

No.

- What did you do with him?

I had a dream with Masood. He said we didn't have enough meat to make kebabs, so we wanted to kill Masood.

- Did you get scared after waking up?"

"...Masood went out. Then, there was a man with a mustache, like in those cartoons, and those movies were weird. He was with my aunt Zainab... My aunt Zainab and Masood... There was a little bride, who was yellow and had a chocolate car. I saw a wheel... and then... there was a wheel too. And then... it was stuck. Suddenly, we got to the car, and we wanted to hit it, suddenly Masood had an accident, and his body was cut off."

Amir Abbas and Tabasom, 6 years old, also reported in their interviews that they have experienced terrifying or frightening content (to the extent of being scared) during their use of products or services:

"...Do you use Telegram?

No.

- Why not?

They send scary movies, one day my uncle's daughter and cousin showed me a scary movie, and this is how I became scared (Amir Abbas takes on a scared expression).

- What was the topic about?

It's very scary, there's a bride who becomes a vampire, very scary, computerized, but very scary.

- Did you get scared?

I fainted.

- Did you have nightmares about it?

No.

There's also a horror story about it... At first, I see it's scary, at first, it doesn't do anything, but then suddenly it starts to talk in a strange voice, and suddenly it becomes like this... it scares me.

- Do you watch many scary movies?

Yes.

- Why?

Because they always show scary movies on television too."

"...Do you know what the internet is?

Yes, for example, we write "strawberry", and pictures of strawberries come up.

- Who taught you this?

My aunt.

- Can you write it?

No, my aunt writes it, and I see it.

- How do you access the internet?"

"...My aunt.

- Can't you write it yourself?

No.

- What kind of pictures do you see?

For example, strawberries, one day I accidentally saw a scary picture of a witch, and my phone fell out of my hands, I was so scared."

There are other games that incorporate violence, aggression, and fear. Games like zombie games, vampire games, Dracula, Frankenstein, and similar ones are part of this category. The statements below are from children who have used these games:

"...Do you have a tablet too?

No, I don't have one, but my dad wants to buy one for me when I'm older.

- Oh, so you haven't played with a tablet or phone yet?

No, there was a game, and frogs were coming out of their mouths, and you had to hit those who were like them with your own frogs. Then there was another game, it was very scary, and it was on my cousin's phone. I always played it, but my cousin deleted it.

- What was the game like?

You would go into a house, and there would be zombies everywhere. They would come towards you to eat you. And I would take my gun and shoot them, and they would bleed all over the floor. If I got shot, my blood would splatter on my phone."

(Taha, 6 years old)

"...Did you say you have more games?

I have Spider-Man, motorbike game, and zombie game too.

- What do the zombies look like?

They bleed from their eyes, their faces are disfigured, their hands are ripped off skin... Some of them have green skin, some have yellow skin, some have red skin.

- So they're very scary?

Yes.

- Do you shoot them with your gun? Do they bleed?

Yes.

- Don't you get scared?

No. I even fell down once, and my nose started bleeding."

"...Do you have any more scary games?

I have a lot."

"...For example, what?

For example, there's a dead body, a giant monster, about the size of this refrigerator. It's always going towards it, and then it kills all of them. Then, another group of zombies comes in, and they all die again. And then, another group comes in..."

"...Do you get scared when you see these things?

No.

- Do you have any other scary games besides zombies?

Yes. I have a lot. You drive a car and hit someone, and then their blood splashes on your face. Then, the police chases you, and then you get shot in the head and blood comes out. Or your head gets broken, and your blood comes out.

- Don't you get scared of these things?

No.

- What else do you have?

Look, for example, you have a motorbike game, and then zombies chase you. Suddenly, if they catch you, they'll bite your face, pull out your eyes, break your teeth, and rip off your skin.

- So you have a lot of zombies?

Yes.

- Who put these games on your tablet?

Myself.

- From where did you get them?

From the market.

- Does your mother know what kind of games you play?

No. She doesn't care about my tablet."

(Samiyar, 6 years old)

"...What games did you see?

Zombie games.

- What does zombie mean? What do zombies do?

I see zombies... And then... I play with guns.

- What kind of zombies were they?

Zombies are brutal... I see vampires too.

- Has Yasmine seen them?

Yasmine: No."

"...So, how were those vampires and zombies you saw? First, which one do I say?

- You can say both of them.

I'll say the vampires. Their teeth were sharp, and they ate all of us.

Yasmine: I know that afterwards, they... pull out their teeth... make a spike... it's like a spike comes out of their stomach and comes out from their belly.

Yasmine initially denies having seen cartoons about zombies and vampires, but later continues to describe the story with her friend.

"...Is that scary?

Yasmine: (laughs) Yes.

Yasmine: Yeah, then. After their stomach, a green substance comes out, and everyone dies. Then, they eat these things.

- What kind of people do vampires eat?

Humans.

- Are vampires' good creatures?

No.

- Didn't you get scared when you were watching this?

No.

- Wasn't it scary?

No.

- How were they not scary?

The zombies... and then another zombie came. The vampires ate the zombies.

- Was this a cartoon or a movie?

Movie.

- Don't you know what the movie was called?

Erfane: "Vampire of Death".

Yasmine: No, vampires and monsters. I saw a cartoon.

Erfane: I watched the movie.

- Were these cartoons for children?

Yasmine: No."



### Games promoting passivity

"The promotional games of the capitalist system have been designed to promote passive behavior, especially in girls. In these games, the player is told to surrender to fate and wait for a prince to come and rescue them from their situation, just like Cinderella.

The Cinderella syndrome or Cinderella complex refers to the story of a girl who is mistreated by her stepmother and stepsisters after her mother's death and her father's remarriage. She is forced to do all the household chores and is treated unfairly. The girl's dream is to meet a handsome prince who will come and rescue her from her miserable situation. This syndrome is defined as a lack of independence and financial, emotional, and physical dependence on others, particularly men. It is also considered a cognitive error.

Women who are affected by this syndrome are afraid of independence and want to be protected by their loved ones, especially men. They see marriage as a means to achieve their material goals and fulfill their life's shortcomings. Just like in the movie Cinderella, individuals with this syndrome believe that they should wait for a prince with a white horse to come and rescue them from their unhappy life.

The statements of Zohra, Primah, and Kimia, 6 and 5.5 years old, respectively, clearly depict the Cinderella syndrome in Iranian children who play games, cartoons, and animations from abroad:

"- What cartoon did you see recently?

Cinderella.

What did you learn from Cinderella?

- She is always kind to animals, there are many mice that even she takes them into her house, very sweetly. She always talks well to the servants, but they bother her.

- Who bothers her?

The wicked man."

"- But, the prince saved her, didn't he?

Yes, I hope someone will come and save me too.

- What for?

From my mom and dad.

- What kind of people are they?

They bother me, sometimes they don't let me play with my tablet, or watch cartoons.

"- ...and doesn't anyone help Rapunzel?

Yes, a hero comes to rescue her, and then they get married.

- Is the hero a boy or a girl?

A boy.

"- Do you talk to your friends about these things?

(laughs) Yes.

- What do you talk about?

For example, a few days ago, when Barbie's 60th birthday was celebrated, all the kids were talking about her.

- What did they say?

They were saying things like "Which cartoon is better?" or "Which clothes are better?" or "Which hair color is prettier?"

- Do you like any of those clothes and hair colors more?

I... (thinks for a moment) I think they're all pretty... but I like the one that's in a police uniform, the best.

- Why?

Well, because it's exciting... (giggles)

- When Barbie was a police officer, what kind of work did she do?

(laughs) She didn't do anything... others did it for her.

- So Barbie is not very clever?

No, she's pretty and pretty-pretty.

- In your opinion, is it better to be a smart and clever girl who does well in school and can do many things, or a girl who is just pretty and pretty-pretty like Barbie?

Oh... um... I think both are good. (loud laughter)

"- What does Kimia do in her life?

Adventures... .

- Is she always looking for something?

No, sometimes she's romantic... I don't like... my mom said not to watch it... but sometimes she's exciting... like Barbie and the magic dolphin... Starlight Adventure... Rapunzel and the magic pen... these are all exciting.

- What does Barbie do in these cartoons?

For example, in Rapunzel and the Magic Pen, Barbie gets trapped in a witch's house and has to escape.

- Does she escape?

Yes... with a rabbit.

- How does Barbie solve the problems that come her way?

(laughs) I haven't thought about it yet.

- Does she solve her own problems?

(laughs) No, ma'am... she mostly gets lucky... sometimes someone who likes Barbie comes and helps her.

- Do you want to solve your problems like that?

No. I do it myself...

- Why do you think Barbie can't solve her own problems?

Oh... I think it's because she's not very clever, ma'am.

- What do your friends think about this?

(laughs) They don't want to work hard like Barbie... they just want to have a lot of money and not have to do anything... just buy things and enjoy themselves... after that, they might not like Barbie and Rapunzel... they might like Barbie and her dream house...

- Do they talk about these things?

A lot, ma'am... a lot of things...

- What do they say?

They say... oh... I want to have a diamond ring... I want to go to the beach and get a sunburn... I want to... for example, I want to have a gold car..."

Games that promote welfare and luxury



During the examination of digital games, it is observed that some games explicitly encourage children to buy and consume. For example, in a girl's game, a child takes on the role of a buyer and has to go to famous stores and large shopping centers to buy things.



In another game, a combination of jewelry, gold, and stunning jewelry such as necklaces, bracelets, and earrings exist, and the user must use their imagination to choose the jewelry pieces that are available and create a custom necklace or bracelet. They can even change the color of the pendant or add sparkle to it.



In numerous other games, users encounter a princess-like life and living in a castle, which repeats these patterns of recent lifestyle for them, making them seem ordinary and normal.

Zahra, 5 years old, said in her interview:

"- What games do you play now?"

I have a few games on my tablet, and I play some of them sometimes.

- Like now?

Yes.

- What kind of games do you have? Show me?

Yes, I have a game where you choose between Anna and Elsa, and you dress them up and do their makeup to make them pretty.

- So you learned from that game how to do makeup?

Yeah, a little bit. But it's not complete, I figured it out and learned myself.

Elsa has all the colors for makeup, but I'm scared to tell my mom to buy me other colors because she'll understand and scold me.

- If I grow up, I'll buy my own.

- Do you play other games with your dolls too?

We build a house with a blanket and pillow and call it a castle. My doll is the princess, and we become rich people.

- What does princess mean?

Princess means girls who live in castles and wear beautiful clothes.

- What do you mean by beautiful clothes?

Meaning long and flowing clothes with no sleeves. It's good.

- Okay?

Okay, nothing else. Anyone who wears these clothes will be happy. I want to have these clothes too, but I don't have them.

- When I grow up, I'll buy them."

#### Games containing out of norm content

The advertising agencies of the capitalist world, in the process of producing and developing digital games, cartoons, and animations, have allocated a significant share to games that promote deviance and delinquency. They aim to internalize fear in children and show them a world of delinquency and crime as something acceptable and unchangeable.

For example, in the game "Grand Theft Auto" (or "Car Thief"), the user must transport drugs while committing car theft and evading the police, while running over people on the streets to deliver their own drugs. The statement made by Arsh, 6 years old, is a manifestation of this:

"- What do you like more about those games?

I like racing games and war games, like racing games without limits. I like being able to steal any car I want.

- In which game?

For example, it's called "Grand Theft Auto". There are Sonys, what's it called? Xbox... Xbox is not it, it's PlayStation. I forgot... there was a game, what was its name? I told you about it last time.

- Is it "GTA"?

Yes, it's "GTA".



(The third person): You can steal any car, I've got a cousin who's a gangster.

(The fourth person): Yeah, it's just like that, gangster.

Grand Theft Auto is a foreign game.

(The third person): My cousin has just gotten a new car.

Ayra, 5-6 years old, expresses in her interview that she has been exposed to and familiar with various elements such as gambling, smoking, drinking alcohol, and murder in the game Grand Theft Auto:

"- Did you buy this game yourself or with your mom and dad?

I bought it myself.

- How did you go to the store?

I went to the store with my dad and got the money from him and bought it.

- Didn't your dad ask you what you bought?

(I laughed) I told him I bought a basketball.

- Why did you lie?

Well, if I said I bought a war game, they would tell me not to play.

- So, now that you're at home, how do you play so that your mom and dad don't catch you?

I go to my room and lock the door.

- Do you have a TV in your room?

Yes.

- If it's supposed to happen that your mom and dad find out that you're playing a war game, do you want them to know that you're playing Grand Theft Auto or not?

No, I don't want them to know.

- Why not?

Because in GTA they drink alcohol, smoke cigarettes, it's bad.

- So you know what alcohol and those things are?

Yes.

- Do your friends also know?

Yes.

- Where did they learn about it?

They also play games like me.

- And what do you think about alcohol? Is it good or bad?

It's bad.

- Now tell me what kind of things you do in Grand Theft Auto.

I kill people, and there's racing cars.

- Is it a stage-based game?

Yes, it's stage-based.

- What happens at the end?

I haven't finished yet, but every time you complete a stage, they give you money.

- Do you know why you kill people in the stages?

No, they're just saying something outside, I don't understand.

- When you don't understand something, why do you want to play it?

I like racing cars.

- So in Grand Theft Auto, if you want to get money, do you have to complete a stage or kill someone?

Either one of them can happen.

- How do you get money when you kill someone?

"When we kill them, their money falls on the ground, and we have to pick it up.

- After killing people, it's really easy, for example, the police won't come after you?

Why not, but I still feel free.

- What if they catch you?

Nothing, I'll be free.

- In your opinion, does this really happen in real life?

How so?

- For example, if you kill someone, you'll just be free?

If you have money, they'll give you money, and you'll be free.

- Is there anything in the game where you can go to work without killing anyone and still get money?

Yes.

- For example, what kind of things do you do?

I can play in a restaurant or be a taxi driver or a firefighter or choose a game where I can choose a horse. If I choose the first horse, I'll get money.

- Which ones do you do more often?

The game.

- Why?

Because it's more fun, and I'll get more money.

- Why is it more fun?

Because it's exciting.

- Do you know what excitement means?

Yes, it means it's more thrilling.

- After each time, do you feel relaxed?

Yes, the game is relaxing.

- What if you don't play?

50 of my money will be taken away.

- Okay, your money will be taken away. Is that not bad?

No, Dad. 50 is not much. I have 1000 of my own money.

- If you choose the first horse, how much money will you get?"

150.

- If you become a taxi driver, how much money will you get?

Each passenger gives me 10.

- Do you know what gambling is?

Yes.

- What is it?

It's the same thing as playing cards with your friends.

- Are there other things that don't have gambling?

I don't think so.

- So, if you kill someone, you'll get more money and be even more relaxed.

Yes, for example, one day I was in a place, there were many people, and I killed all of them with my RPG. Then, I collected their money and got 1000.

- Well, killing is bad. Why do you kill people?

In the game, it's not a problem.

- So, you want to buy a house with money and instead of killing someone, become a taxi driver and earn money for yourself and buy a house.

That way, it takes a long time... .

- Is this person in the game good-looking and handsome?

Yes, he's very thin and has six packs.

- Don't they drink alcohol? And don't they smoke? So why is their body okay?

They drink less or smoke less for sure.

- Does it mean that not having these things is not a problem?

No, it's very bad.



Heist games:







Children who play the game "Clash of Clans" also learn that they can only progress further by using force, threats, and aggression, and by stealing their opponents' resources and killing them. In human and social relationships, they do not learn the importance of logic, communication, and respect for others.



#### Games promoting sexual contents

Digital games, cartoons, and animations designed to cater to sexual desires have a negative impact on users' values and can lead to addiction. These contents often promote hidden and widespread values that prioritize worldly pleasures, selfishness, and hedonism.

Noticing the cartoons, animations, and digital games used by preschool children in Iran, it becomes clear that these contents are often filled with hidden and widespread messages that aim to promote a worldly, pleasure-seeking, and self-centered system of values. For example, cartoons like "Shrek," "SpongeBob," "LazyTown," and the "Sims" game promote open and mixed-sex relationships.

Cartoons, games, and animations like "Pou," "Barbie," and "Half-Life" also promote a lifestyle of sexual desire and indirectly advertise it. Although Pou is primarily designed for young children, they are exposed to Pou's romantic inclinations (and of course, the breakup of these relationships) while caring for him.



It seems that the content creators are intentionally promoting these values through their work, which can have negative effects on children's moral development and their relationships with others.

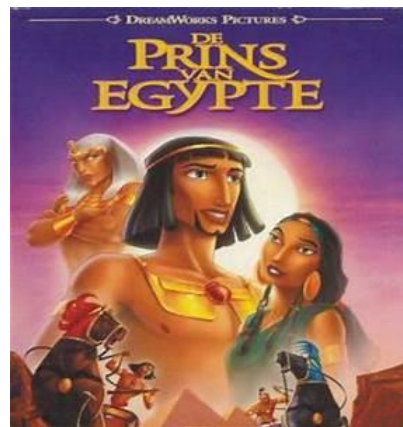




### Games promoting religious insinuations

Noticing the cartoons, animations, and digital games used by preschool children in Iran, it becomes clear that these contents often contain hidden and widespread messages that aim to promote a worldly, pleasure-seeking, and self-centered system of values. For example, cartoons and animations like "Half-Life," "Guardians of the Galaxy," "Nine," "Prince of Egypt," and "Cat in Boots" have religious insinuations that aim to deny religion, create doubt about religion and its messiah, or praise a particular nation.

The "Prince of Egypt" animation is an example of this type of content.



In this animation, after depicting the birth of Moses and his being thrown into the water, and his growth with ups and downs, his face is drawn as a young womanizer, libertine, and carefree before his prophethood, which undermines the dignity of prophecy and revelation. Similarly, in the "Prince of Egypt" animation, Prophet Shuayb (peace be upon him) is depicted as a hedonist, a pleasure-seeker, and a dancer, and his daughters are also drawn as women who are unveiled, shameless, and dancers.

It seems that the creators of this animation have intentionally distorted the characters of these prophets and their teachings to promote a worldly and immoral lifestyle.



The presentation of a corrupt savior, on the one hand, is in conflict with the idea of a savior who leads humanity towards redemption and spirituality, and on the other hand, it supports the dominance of Western powers, despite their corruption, and gives them the right to occupy the position of savior. The latter point is emphasized by the lack of opposition between Moses, peace be upon him, and Pharaoh, as in this animation Moses is only concerned with saving his own people and does not show any special animosity towards Pharaoh.

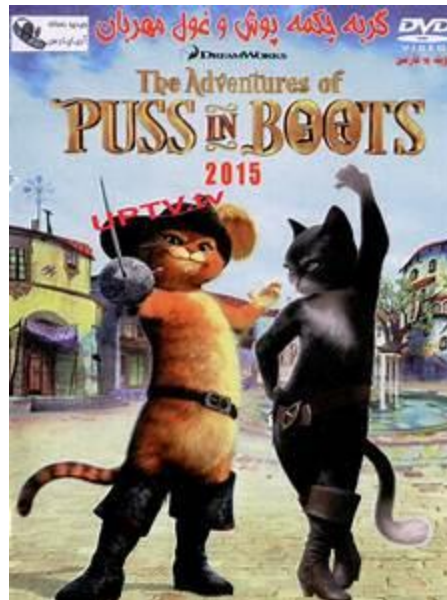


The "puss in Boots" animation is similar in content to the "Prince of Egypt" animation.



Upon comparing the story of Puss in Boots with the life of Moses, many similarities are noticed. For example, just as Moses was placed in a basket and set adrift, Puss in Boots is also placed in a basket and set adrift by the wind. Similarly, Moses grew up in the house of Pharaoh, while Puss in Boots grew up in an orphanage. Moses fled from Egypt after killing an Egyptian, while Puss in Boots also flees from the city after committing a crime. Moses meets and marries the daughter of Prophet Shuayb (peace be upon him), while Puss in Boots meets Kitty Softpaws and falls in love with her. Just as Moses returns to Egypt and leads the Israelites out of danger, Puss in Boots also returns to San Ricardo and saves the people from death.

The summary of the Puss in Boots animation is that there is no superhuman savior and that one can degrade the dignity of a savior to the level of an animal.





The story of Kung Fu Panda 2 is also similar to the story of the Israelites and Moses. Just as Pharaoh, based on his own prophecies, decided to kill all male newborns and Moses was placed in a basket and set adrift by his mother, the story of Kung Fu Panda 2 also repeats this scenario, with the difference being that a major religious figure has been reduced to a humble animal and is wearing animal clothing. It appears that the creators of Kung Fu Panda aimed to convey the idea that the ultimate and supreme savior is the Israelites.



The following are other examples of describing divine concepts in earthly forms





In some games, young children encounter the concept of God in a literal and tangible form, where God is presented in a physical disguise, gradually allowing children who have an objective view to become accustomed to seeing God as a human figure and viewing God as just another material entity (but slightly more powerful and stronger). At the same time, these young children are also exposed to new models that appear to be empowered by infinite power and unlike their everyday experiences, the prayers and requests of their leaders sometimes yield results and sometimes (apparently) fail. However, these new models (which are often from the American ecosystem) never show weakness or defeat in the face of enemies, always achieving complete success and triumph in their battles and conquests.



## Games promoting political views

The observation of cartoons, animations, and digital games used by Iranian pre-school children reveals that these contents are often filled with hidden and widespread suggestions that aim to promote a worldly, hedonistic, and pleasure-seeking system of values to their audience.

Lonely and Mrahi (2015) wrote in their article "Analysis of the Psychological Operations of the Domination System based on Propaganda in the Animation Industry (Case Study: The Dragon Riders)" that:

"The domination system has changed its strategy from hard power to soft power and is using new methods, including animation and film, to achieve its goals. However, what benefit does the domination system gain from changing its strategy from hard power to soft power in the Dragon Riders animation? The results of this study show that the domination system is using a pre-designed plan and philosophy to conquer the hearts and minds of children through the mentioned animation and similar serials that are offered to children, in order to continue its domination over other nations.

The West has used cinema and animation to change the beliefs of children and youth in other countries to achieve its own goals, namely global domination. The animation industry uses all visual and auditory factors to have the greatest impact on promoting these meanings.

The findings of this study indicate that the dominating powers are seeking to conquer the hearts and minds of other nations in order to achieve their goals and globalize their ideology. They use media, cinema, animation, and computer games to define the ideal human being according to Western culture and shape it. They try to turn this education into a global public culture and prove to other nations that America is the supreme power that will always remain dominant. In fact, they are using art and animation to continue their global dominance.

It should be noted that the domination system has changed its strategy from hard power to soft power in this animation and similar films, aiming to promote concepts such as globalization, the indestructibility of American country, and its continued existence. This change in national and religious beliefs among children and youth will ultimately lead to conquering their hearts and minds, and showing America as the ideal city and country of aspirations.

Cartoons, animations, and games like Angry Birds, Bad Pigs, Kung Fu Panda, Tom and Jerry, Mickey Mouse, Luke Goodfellow, etc. are ultimately either denying rivals or praising Western culture or a specific nation.

Political currents also use the attractiveness of social media to inject political propaganda into digital games, cartoons, and animations. For example, mocking or ridiculing political rivals is a common practice that has been offered to young children for decades in the form of digital games, cartoons, and animations."



Another important task assigned to digital games, animations, and cartoons is to promote new political values such as the glorification of evil.

The concept of evil (in contrast to the concept of humanity) is one of the topics that can be observed in the Minions animation, which is designed for children under the age of 9. This means that whereas previously, the concept of a savior, complete human being, perfect man, and so on, were discussed as symbols of good and human elevation, the concept of evil is a new topic that is presented as an alternative to the human values and morals. The concept of evil is presented to children as a rival force to be accepted alongside good, and even celebrated.

In the Minions animation, when they reach Scarlet Overkill, the first female evil leader, they try to fulfill her wicked plans and continue the story by changing various leaders (who all share the



common trait of being evil). The story presents a series of violent wars and displays powerful forces that enter the scene, creating a sense of relative calm in the world.

The depiction of topics such as Star Wars and the presentation of America as the defender of the world in Star Wars, or the depiction of violent wars and the display of powerful forces that enter the scene, are examples of themes that are presented in many digital games, satellite cartoons, and animations.



#### Games promoting economic views

During the analysis of digital games, it is clear that there are numerous games that promote products such as McDonald's, Coca-Cola, Pepsi-Cola, Nestle, and others. Here is an example of one of these promotions that indirectly promotes the idea of hamburgers (McDonald's).

The images below are related to games such as "Food truck chef", "my burger shop", "my moy" and several other games.





As mentioned earlier, the capitalist system needs humans who will submit to the ideology of consumerism and accept that the ideal life is nothing but consumption and consumption at its highest level. This idea is in contrast with the religious and humanist currents that do not reduce the goal of humanity to mere consumption and consumption at its highest level, but rather present consumption as a means to achieve higher horizons for humanity.

Therefore, there is a fundamental difference between the capitalist system's view of humans as passive and robotic beings versus the religious and humanist systems that seek to educate humans as free, independent, and revolutionary beings.

With the advancement and spread of new communication technologies, the capitalist system has largely entrusted the education of humans to be timid, passive, and robotic beings to digital games, cartoons, animations (at the level of preschool children), series, films, and similar media (at the level of teenagers, young adults, and other social strata).

In other words, these recent products present a large number of direct and indirect political, economic, social, cultural, and ideological propaganda to children (and other social strata). At the same time, they seek to refute religious and humanist ideas and promote materialistic and hedonistic ideas for children.

There are also games that aim to explain the superiority of capitalism without criticism or opposition to rival systems. They promote the political ideologies of American leaders and seek to spread them through various means.

Finally, there are games that are based on fear and horror that aim to scare children into presenting them with a world of terror and violence. They ultimately aim to educate children to be timid, passive, and insignificant.

The sum of what has been discussed leads to the conclusion that instead of achieving the goal of education, which is guiding and nurturing children (and teenagers and young adults) into becoming free, noble, and humanistic individuals, children are being educated to be timid, passive, and insignificant. These individuals are considered ideal for the capitalist system.

Therefore, it is essential to ensure the mental health of children (and teenagers and young adults) by simultaneously promoting the necessary cultural conditions for optimizing children's use of online spaces and producing high-quality literature in this space. This requires guiding children's education towards a humanistic direction and preventing them from being educated by the content created on the other side, which turns them into passive and robotic beings.

In other words, it is crucial to counterbalance the effects of the capitalist system's ideology on children's education and to promote a more humanistic and empowering approach to education.

## **2-30- Other psychological effects**

As previously mentioned, adults in societies have grown up in a natural environment and the outcome of their upbringing is individuals who are relatively moral, social, cultural, economic, and ideological. This means that these individuals have some positive and valuable qualities, but also some undesirable characteristics alongside these positive traits.

However, children who spend most of their childhood playing with tablets, smartphones, laptops, and satellites instead of growing up in a natural environment and the real world, what kind of psychological characteristics will they possess when they grow up?

The answer to this question is a difficult one, requiring extensive research and experimental investigation. However, it appears that excessive users of digital games, cartoons, and animations may exhibit undesirable signs such as aggression, difficulty handling emotional issues, dependency on technology, and addiction to pornography.

During the fieldwork data collection process, the research team encountered children who were mentally disintegrated due to excessive use of technology, and their statements were difficult to understand. Several interviews with these children are presented below:

"Hello, good boy, what's your name?"

Mohammad Hossein.

- What does your father do?

My father works at Iran Khodro.

- And your mother? Is she working or at home?

My mother works at the Martyrs Foundation.

- How old are you?

I'm 6 years old.

- Do you play at home?

No, we go outside.

- Do you watch TV?

Yes.

- Which cartoons do you watch?

I don't watch any cartoons except for war ones that I don't watch.

- Why?

Because it's a war.

- What happens in war?

We play with guns.

- Is it bad?

Yes.

- What's bad about it?

Blood is shed.

- Does blood come to your home?

Yes.

- What happens then?

It gets red and scares small children.

- Why do they scare?

Because there's too much blood.

- Good, blood is at home, is there blood in your body too? (laughs).

- Have you ever had your hand cut off and blood came out?

Yes.

- Were you scared?

No (shows his injured hand).

- How did you cut it?

I cut it with a knife and it got stuck.

- Why did you do it? (laughs).

- Do you peel fruits like this?

I was peeling an onion and it went into my hand.

- Did it bleed?

Yes.

- Were you scared?

No.

- So, even if there's blood, you're not scared? (laughs).

Is this scary? (laughs).

- Does it hurt?

Yes.

- If you die, what happens?

Good, I'll die again! (laughs).

Then, my father, my father is dead, gone under the ground.

- Why did he die?

My father didn't go to see him, suddenly he had a stroke.

- So, you said that playing with guns is good?

Yes.

- Why?

Because blood comes from them.

- Is everything that comes from them bad?

Yes.

- What cartoon do you watch now?

Tom and Jerry.

- What else?

SpongeBob.

- Why do you watch SpongeBob?

Because it's fun... .

- Do you watch these cartoons on Puya or Gem Junior?

Gem Junior.

- Do you watch Puya too?

Sometimes, in the evening, cut off (cut off).

- What's Gem Junior like?"

There's a girl, she's a witch, she's really scary.

- Are you scared of her?

Yes, she shows me things at night, and then I suddenly go under the bed, my brother is sleeping, and then I see a shadow standing behind our room, getting closer and closer. I call out to my brother, and he says "who's there?" and then suddenly I'm gone, and I see my mother, she's not a witch.

- Do you always see her?

Yes, her room is behind ours, sometimes my mother wants to come out, but the shadow is there, and I think it's like a ghost coming.

- What is a ghost?

It's like the scary one, the same one as the girl. Sometimes she comes out, and my mother wants to open the door, but I call out to my brother. My brother says "you woke me up". Then my mother comes out. I'm scared.

- Do you think your mother is a witch every night?

Yes.

- Are you scared?

Yes, I think she's a witch, but she's not.

- When you're scared, what do you do?

I run behind the wall and hide. My brother is sleeping too. Sometimes I see my brother real and fake. One time I saw him real, one time I just imagined it. Then I ran behind the wall and hid. My brother came out and took his ear off.

- So your brother doesn't have an ear now?

No.

- Then how does he hear things?

Nothing.

- He doesn't hear anything?

Nothing.

- Then how do you talk to him?

I take his ear and talk to him like this.

My mother woke up and saw that my brother was gone. She said the witch took him.

- Do you have a brother anymore?

No.

- You're not upset about that?

Yes

- What do you do? Didn't you go after your brother?

-No, my brother is not at school, I went, I went and got my bike, rode it, and then a rope came out and tied me up. I cut the rope with a knife and took my brother away.

- Did you set your brother free?

Yes.

- Did you save him?

Yes.

- Is your brother going to school now?

Yes.

- Did the witch come again?

No, we locked the door.

- Can't she open the door?

No, she doesn't have any glass.

- But isn't the witch gone?

Why not?

- Then she can open the door!

How?

-With a stick!

She doesn't have a stick.

-Then how does she cast her spell?

With a spellbook.

-The spellbook is good, it opens the door!

We get whipped, we beat each other. First, I stretch my arm out and hit him in the mouth. Then my brother kicks me under the bed and I hit him in his knee. Then I hit him in his head and he falls down.

- What kind of cartoon do you see now?

Frankenstein.

- What kind of game is this?

One person comes out and gets electrocuted.

- For what?

- Why is it like that?

Because it gets electrified and hits people.

- Why does it get electrified?

Because it recognizes who is bad. It looks at someone's face and sees that it's bad, their eyes are black, their mouth is wide open, and their eyebrows are on their cheeks. It has a nose in place of their lips.

- What's the difference between Gem Junior and Puya's cartoon?

Gem Junior is a warrior, but it's good.

- Which one do you like more?

Puya.

- Why do you always see Gem Junior?

Gem Junior is a bear that steals gold, and sometimes it becomes big and powerful.

- What games does your brother play?

Magician, Batman.

- What games do you play?

Magician, Batman, Spider-Man, and Muppet.

- What's the game like? Batman fights Spider-Man.

- Who wins?



Batman.

- Why do they fight each other?

So they can become stronger.

- Why do they need to become stronger?

So they can fight against their enemies.

- Who are their enemies?

The enemies of the Imams.

- Who are the Imams?

The same Imams.

- Which Imams?

The same Imams who are in heaven.

- Where is heaven?

It's not here, it's far away.

- Who told you these things?

myself.

- How do you know that Imams are in heaven?

My mother told me.

- How did your mother know?

She knew it because she was a martyr before she died.

- Who was your mother a martyr for?

- My mother.

-Your mother was a martyr?

Yes.

-Do you know what martyrdom is?

Yes, it means death.

- But your mother is dead?

Yes.

- Do you have a mother?

No.

- Who killed your mother?

An Afghan man who lives next to our house is building a house. One day, he came to our door, opened it, and went upstairs. He broke the door and went into our house and killed my mother.

(He tells the story with great intensity, as if he's reliving the scene, and I can imagine the scene vividly with all the details.)

- You weren't there?

Yes.

- where were you?

We had gone to another room. My father, brother, and I were there. One day, they came, killed my mother, and then we went out and saw her body.

-You did not look after her?

No, it was just one person in the room...

- Are you in another program too?

-No.

- Why not?

-Because they don't let me, they won't let me take pictures, record sounds, make a film, or increase the volume of the music.

- What do you want to break?

-Something.

- What?

Nothing, they don't let me play with my teeth.

- Can you do that?

Yes, once my teeth broke, and I fixed them, and I left them under the bed. A prize came.

- Do your mother and father have Telegram?

Yes.

- Do you know what Telegram is?

Yes, it sends pictures and football matches.

- Are you in these programs too?

No.

- Why not?

Because my mother and father said that I'm going to delete something clean, so I deleted my mother's Telegram. My mother wanted to go to work, and I put an iron under her feet, and she fell on the ground. Her teeth came out with blood.

- Why did you do that?

Because I wanted to hit you.

- Why did you want to hit me?

Because I deleted her Telegram.

- How does your mother hit you?

With a whip.

- Have you been beaten before?

Yes.

- Does it hurt?

No, he hits my brother, my brother says aaah.

- Is he crying or laughing?

He is crying, he wants to deceive us.

- What happened to your eyebrows?

I was walking in the street with my mother, I fell to the ground, my head hit an iron, I went and got stitches.

- Where do you get the games from?

from the market

- Where did you get the market?

I installed it

- How do you know how to work with him?

From Share it.

- How come I don't know?

You press a button, no iron comes out of it, you can install whatever you want.

- How do you install?

You install the bazaar from the disk, then you go to the bazaar, you type whatever you want, and the installation method is done.

- How did you learn?

He taught me about my mom when she wanted to die.

- Do you have bad dreams?

Yeah, scary ghost, witch, spider.

- Do you see it every night?

Yes.

- What are you doing?

I wake up and kill the spiders" (Mohammed Hossein, 6 years old).

- Mania, who did you say your Barbie wants to marry?

The man.

- Who is that man?

His wife.

- What is that man's name?

I don't know.

- Let me show you this picture. Didn't the man look like this? (I showed him Ken's photo).

Yes.

- Do you have that man's doll?

Yes, I have this doll.

- Have you seen the cartoon?

No, I don't have it.

- Are they going to marry each other?

Yes.

- Love each other?

Yes.

- What were they doing?

They wanted to marry each other, then someone else came, the police came and took him away.

- Which one?

That one.

- Who is that?

He wanted to marry her. Then he killed someone, then like this.

- Does that mean he wanted to marry Barbie but in the end, Barbie married someone else?

Uhm.

- Which one did Barbie like?

She's a barbie (showing the Ken doll).

- Did he like Barbie too?

Uhm.

- Well, what did they do before marriage?

He wanted to ummm. Take that dead.

- Take him where?

For example, his child was in prison, for example, he wanted to save his child. Then he could not save him. Then they wanted to give birth to another child.

- Who wanted to give birth to a child?

They.

- Who were they?

They wanted to get married.

- You mean he was a friend of Barbie?

Yes, then they wanted to have a child, they stole her child, then they want to give birth to her other child now, like that.

- Then that man, was he her husband?

Uhm.

- The husband, did he want to marry Barbie too?

Uhm.

- How could he get two wives?

Because that wife ran away, then he married this woman.

- His wife ran away, then he wanted to marry Barbie?

Yes.

- Was he a bad person?

Yes.

- What do you think we can learn from Barbie?

Ummmm...

- For example, what does Barbie do?

Barbie wanted to marry him, then this wife died, he married this one.

- Is that person's wife a man?

Yes.

- When these two got married, were they in love with each other?

Yes.

- What does love mean?

It means they love each other.

- How did you know they love each other?

Because I saw his cartoon on TV, then I found out that the Barbies are getting married.

- Would you like them to marry each other?

Yes.

- What does Barbie look like?

Barbie's face is like this, she shows herself in the mirror. O

- What color are her eyes?

Her eyes are red, her clothes are pink.

- What color is her hair?

White, black.

- Come see this picture. What color is her hair?

this color

- Do you think Barbie is beautiful?

Yes.

- Is it good for us to be like Barbie?

Yes.

- Why is it good to be like Barbie?

Because we love Barbie so much, we should be like Barbie.

- What else does Barbie have besides being beautiful?

Because she was beautiful, he took that one too, there is no woman left to marry him.

- When did he marry her?

They break up, he marries someone else.

- Why did the woman break up with him?

They broke up because he said something bad.

- Then, what did the man do without his wife?

Nothing.

- Who do you think is called beautiful?

Barbie.

- Why is Barbie beautiful?

Because men love Barbie.

- Does that mean that if men like us, we are beautiful?

Yes.

- Does that mean that men can't love us because we don't look like Barbie?

No.

- Should we be like Barbie?

Yes.

- Why should we be like Barbie?

Because they must love us.

- What will happen if they love us?

Sing to love us, Barbie must be separated again.

- Did you want these two to get married?

Uhm.

- If we were like Barbie, would we marry someone like this?

Yes.

- Are you talking about Barbie or Barbie's friend?

Barbie's friend

- The one who was separated from her husband?

Yes.

- Because he said bad things to her?

Uhm.

- What were Elsa and Anna doing?

That Elsa was snowing everywhere, then it snowed, it was completely frozen, then she had her hand like this, then Anna went after her, she said Anna go outside, then she said, she wanted to be with the one she loves... then he came in front of her with his horse, then he stayed there, then he killed her, then he wanted to marry her, he went upstairs and said Anna... No, no, they both went upstairs, then they said no, don't kill him, then he took her to prison, then they had two men, Someone had come with that, but that one had not come with this. The one who came with this, then the two of them ran away, then they reached the valley, then he took her, then he said, he is dead, his hair is black, then he locked the door, then he came and opened the door, he said let's go. Then he went with her, then he saved Anna, then he died and took her into the water, then Anna got to know each other, then he melted and left, then he made the snow.

- Finally, who did Elsa and Anna marry?

Elsa gave her horse a prize then...

- Will you finally marry someone?

No, they did not marry anyone. Then it was over" (Mania, 6 years old).

- Do you want to grow up to be like X-Man or Batman?

I want to be strong like Iron Man when I grow up, he has a sword and fights bad people. There are two Iron Mans, one of them is bald and doesn't have a sword, but the real Iron Man has a sword. Red and black are different colors."

-Oh! How scary, a skeleton on fire... What does he do?"

He's wearing leather clothes, he was a human first, like this, his head is on fire, his hands are too

-Does it mean that if he wants to fight someone, he'll make his fire come out?

Yes, his mouth is on fire, his head is on fire, his hands are wet.

(Saeed falls silent for a few seconds and stares at a point)

-Amir Abbas, have you seen magic in cartoons?

Yes, there was a magician, he would go... and fight. The fight was between a good man and a magician. The magician came... no, let me start from the beginning. At that time, there was a couple, then suddenly they went to another country, then they had a dream. They saw that they had



gone to another country, then they saw many people there, then suddenly they saw a boy who was very bad. The boy said 'help me'. He was in the forest. But he went and saved the boy. Then he drew a map for him. Then he took him back and said 'write this letter and sign it.' He signed it, then he went to another country where there was a magician. Then he saw a woman. He went to a cave and saw some letters. Those were the same letters he had signed. Then he saw that he was the magician. Then the magicians took him away. Then..."

-Magic is what?"

The magicians took him to their home. Then there was a boy who was singing.

-What does the magician do?

The magician... well. He took them away and left them in the cave. Then they came up from the cave and saw that there was no bear there.

It's not there. They realized who it was. Suddenly he said 'get out of my way.' He was familiar with him. Then suddenly the magicians poured water on them and they disappeared.

(The writer has chosen the term "Digital Schizophrenia" for the observed manifestations of children in the wake of excessive use of digital technology.)

According to Wikipedia's article on the causes of schizophrenia:

"The causes of schizophrenia are a combination of genetic and environmental factors. Other factors that play a significant role in the development of schizophrenia include social isolation and migration related to social difficulties, racial discrimination, family problems, drug use, unemployment, and housing shortages."

As can be seen from the text above, excessive use of new communication technologies has not been mentioned as a cause of schizophrenia. Furthermore, reviewing the world literature reveals that this term has not been mentioned seriously in any research study, and the findings of our field research have provided an opportunity for cautious consideration of this concept.

In an article published in 2016, titled "Digital Babysitting and Autism Spectrum Disorder," the authors discuss the effects of digital babysitting on children with autism spectrum disorder. They argue that children with autism are more likely to use digital devices excessively, which can lead to a range of negative consequences.

The authors suggest that excessive use of digital devices can have a negative impact on the child's cognitive, social, and emotional development. They argue that children with autism are more likely to engage in repetitive and obsessive behaviors, which can be reinforced by digital devices. Additionally, the authors suggest that parents' attempts to calm their child's behavior by giving them a digital device can perpetuate this behavior and create a vicious cycle.

Research has shown that children with autism spend 2-3 hours a day watching TV and 1-7 hours a day using computers and mobile phones. This prolonged exposure to digital devices can change the connections in their brains.

The article also highlights the phenomenon of "Toy mania" among young children, where they become obsessed with digital toys and cartoons. The authors argue that these products can create unrealistic expectations and desires in children, which can be difficult to fulfill in real life. They suggest that this can lead to feelings of disappointment and frustration when children realize that they cannot live up to these expectations.

The authors conclude that excessive use of digital devices can have negative consequences for children with autism and highlights the need for parents and caregivers to be aware of these risks and take steps to promote healthy and balanced use of technology.

5-year-old Dordane and 6.5-year-old Nastaran have exposed their delusions in their interviews in the following way:

Who are these dolls?

the princesses (the child mispronounces the word princess).

- What does princess mean?

beautiful lady

- Well, do you want to be like these dolls?

No, I don't want to be a doll.

- No, do you want to be a princess like these?

Yes, I want to be a princess.

- Do you think princess is more beautiful or your mother?

Of course, my mom.

- What should the princess look like now?

They should be tall, their hair should be long, they should wear princess' dresses.

- What is a princess dress?

The clothes that are puffy at the bottom.

- How many of these princesses do you have now?

3.

- Why 3, isn't one enough?

No.

- Well, what is the difference between dolls?

Their shape is different.

- What do you think princess is doing now?

They are princesses.

- What does that mean? For example, what do they do?

They go out, shop, wear beautiful clothes.

- So where do they make money?

Princesses have money.

- Now you also want to live like a princess and not need to work?

Yes, very much.

- Are 3 dolls enough for you now or do you want more dolls?

No, I want it again. There is one, the crown is very beautiful, well, I told my mom to buy it.

- Can I see the other two dolls?

Yes.

- Why does this doll have so many clothes, isn't one enough?

No, because she is a princess, she must have all the clothes.

- Well, you also say you want to be princess , does that mean you have to wear all the clothes?

Yes.

- Does your doll really need all these clothes?

Uhm.

- Well, tell me what each dress is for?

This bride is the groom, this is for sleeping, this is for going out.

- Do you have separate clothes for sleeping and such?

Uhm.

- Now, in your opinion, do you have too many or too few clothes?

Few.

- But I saw a lot of clothes in your closet.

No, your clothes are newer than mine.

- Well, what clothes do you need now?

A wedding dress and a wedding gown also a sports dress.

- Do you want to go to a wedding where you want a wedding dress and a groom's dress?

I want to be a princess.

- Now what is this comb for?

I comb their hair with it to make them beautiful.

- Princess must be very beautiful?

Yes.

- Does that mean that if you want to be Princess, you have to be like them?

Uhm.

- So someone has to comb your hair and then dress you in beautiful clothes so that you can be princess?

Yes.

- Who does these things for you now?

my mom

- Is your mom a princess now?

When she goes to the hairdresser, yes.

- You have grown up too, do you like to go to hairdressing salons a lot?

Yes, very much. Now my mom doesn't let me go.

- Do you want to become a hairdresser when you grow up?

Yes, i like

- Why do you like it?

I can style myself to be beautiful like the princess."

- Nastran, would you like to act like Rapunzel or your mom?

Rapunzel

- Why?

Rapunzel is a princess and she is very good, but my mom always grumbles, fights with me, I don't like her.

- Mom, who is kind, braids your hair so beautifully and cooks delicious food for you, don't you like these things as well?

No, I don't like to cook like mom, my maid does that.

- Is housework a maid's duty?

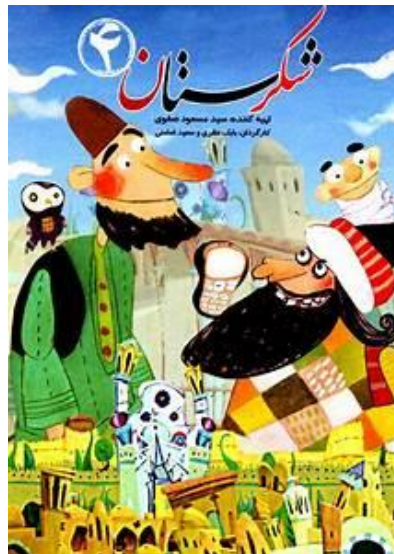
I don't know, but come on, Rapunzel's mom used to force her to do housework, she was upset too.

In her interview, the mother of 6-year-old Sama sadat said:

"Sama refuses to do even the smallest tasks and makes excuses saying that my tasks should be done by the servant, not me."

The research conducted on epilepsy caused by video games is such that there is a general agreement about its existence. But its prevalence rate has not been determined and is being discussed.

Therefore, in a general summary, it can be said that the digital schizophrenia disorder or cases such as the increase in childhood autism that have been mentioned, have emphasized the dire consequences of the misuse of technologies at the level of young children, and the need to put them aside. The confusion of officials and their serious involvement in the issue of creating a cultural platform for the optimal use of new communication technologies is mandatory.



### 3. Conclusion

The first chapter of the book begins by highlighting the duality of new communication technologies, both as opportunities and threats. Cultural elites in various countries have attempted to reduce the threats and increase the opportunities by providing extensive cultural preparation at home, preschool, school, and community levels. This preparation has been so effective that even in countries that oppose filtering of new communication technologies, children and adolescents have been largely protected from accessing inappropriate content. Additionally, laws have been implemented to the extent that even parents who are guilty of improper use of digital technology are stripped of their authority, and children are taken away from them.

However, unlike the human experience of the majority of countries that have responded to the opportunities and threats of the digital space by establishing cultural preparation, laws, and management of the digital space, Iranian cultural elites have mainly responded to advanced communication technologies by denying and ignoring them. The trend of prohibiting the use of video games during the early years of the revolution has been continued in the prohibition of satellite television and some social networks. However, unlike the perception of cultural elites in the country, technology is not a choice but a necessity, and in recent times, it is necessary to take steps to reduce the harm caused by technology and increase its opportunities using human experience.

This approach has itself limited the opportunity for cultural preparation for the digital space. Moreover, the lack of necessary laws for proper use of the digital space and dealing with improper use of this space is a major issue that is evident in society.

In addition to what has been mentioned earlier, some social gaps in Iran are linked to the digital space, on one hand, and lack of attention to some social processes in society, such as the formation of a negative resistance against authorities and cultural elites by the people, on the other hand. This has led to a situation where the confusion faced by authorities in dealing with the digital space has lasted for nearly three decades.

The direct reflection of the cultural elites' system's confusion in dealing with the digital space can be seen in the country's preschool education system and general education system, as well as families. Since children, adolescents, and young people are strongly attracted to new communication technologies due to their widespread interests, they have become heavily exposed to the digital space. However, preschool education institutions and general education system in Iran have opposed the use of advanced communication technologies in preschools, schools, and high schools. This opposition has made it difficult for cultural preparation for proper use of advanced communication technologies in preschool education and general education system. Instead of creating opportunities for this purpose, it has led to a waste of opportunities.

Due to the developments in advanced communication technologies, it is necessary to intervene seriously in the use of these technologies by children, adolescents, and young adults. In order to prepare the cultural background for the use of children from these technologies, a wide-ranging

field research was conducted to determine the biological, psychological, family, educational-ethical, educational, social, cultural, ideological, political, economic, environmental, and aesthetic effects of children's use of these technologies on preschool children. This book presents the psychological effects of children's use of advanced communication technologies.

After conducting a field study on the psychological effects of children's use of advanced communication technologies, the obtained information was categorized under the following headings:

Expansion of children's individual abilities, realization of active learning and education, increase in children's creativity, increase in children's self-confidence, decrease in self-esteem and acceptance of negative self-image, satisfaction of emotional needs, resolution of emotional issues, aggression, creation of a virtual space for emotional release, leading children towards fantasy worlds, self-centeredness, realization of love for children, nervous behavior, fear, anxiety, depression, sleep disorders, bedwetting, tic disorders, body image dissatisfaction, early exposure to pornography, early prediction of rapid growth, engaging in abnormal sexual behaviors, child abuse, addiction to tablets and mobile phones.

As we have seen, the rapid developments in advanced communication technologies are impressive. Similarly, the rapid developments in preschool children are astonishing. The latest generation is able to understand and utilize technology at a high level and is also forming negative consequences such as decreased self-esteem, depression, body image dissatisfaction and the like.

Iranian children have secretly brought tablets and mobile phones into their preschools despite the ban on their use in these schools. They have created a hidden "school" where they can access various content such as music videos and films.

However, there is a widespread neglect of the consequences of children's use (and indeed misuse) of these technologies. This has led to a gradual change in their cultural-social and ideological-political views and often leads them towards opposing views that are not deable by parents and educators.

The inaction of cultural and social authorities towards children, adolescents, and young adults is evident. Cultural authorities have not taken initiative to produce high-quality literary works for the virtual space, respond to some of the existing social gaps, improve media literacy among users, inform parents and users, prepare tools for controlling new communication technologies for parents, exercise supervision (from law enforcement agencies to public organizations), and establish laws to prevent harm and abuse of virtual space users.

They have also failed to establish specific laws to protect children, adolescents, and young adults using virtual space, establish direct lines for emergency contact with authorities to create a safer environment, categorize media content, encourage civil organizations to participate in the virtual space, and provide services and resources needed by researchers.

In addition, they have not established libraries, museums, and scientific products for the virtual space, and have not used private institutions to provide global products with national standards to the community.

This inaction is evident in the widespread filtering of internet users by parents and children. This failure is evident in the incorrect attitudes of Iranian cultural authorities towards new communication technologies.

The authorities of the general education system in Iran also have not taken a proper stance towards new communication technologies and virtual space. Despite banning the use of mobile phones (and at a lower level, tablets and computers) in schools and kindergartens, they have secretly brought these devices into schools and kindergartens.

Finally, many parents are unaware of the changes that have taken place in their children.

If we examine the interviews conducted, we can see that many young children in kindergartens have been able to bypass their parents and educators by using various methods to control them.

The result is that uncontrolled use of virtual space by children is common, which can lead children to encounter sexual predators and criminals in virtual space.

This is due to the neglect of cultural authorities, parents' upbringing and education authorities, who allow children to freely use virtual space without proper supervision.

It is necessary to take a comprehensive approach to address this situation, considering both national and religious values and human achievements in the West.

#### The Human Experience of the West in Dealing with Virtual Space

The expansion of new technologies in society has led some researchers to investigate the development of relatively old communication technologies, such as the telegraph, telephone, radio, television, and video. The studies show that there are many similarities between people's reactions to old and new technologies.

The study of the history of the development of various technologies shows that with the emergence of each new technology, a wave of hopes and fears has appeared before humans. For example, when the telegraph was first introduced, some people believed that it would help to achieve a "global community" and prevent wars from breaking out.

When the telephone was invented, some people saw it as a way to get people out of social isolation and connect them with their loved ones who were physically distant. With the emergence of the internet, many people believed that it could create a better society, where people's expectations would be more positive and hopeful.

However, with the emergence of new technologies, some individuals have also warned about the potential dangers. For example, after the September 11 attacks in the United States, some people believed that the internet was used to organize individuals who carried out the attacks.

Finally, with the emergence of mobile phones and tablets, some researchers were investigating issues such as education based on mobile phones or tablets, while others were warning about the potential risks.



The human experience in dealing with new technologies has shown that it is necessary to create a cultural basis for increasing opportunities and reducing risks.

In addition to the actions of the legislative and executive branches, the judiciary is also working to create laws that are necessary to limit the misuse of virtual space and provide a safe environment for users of advanced communication technologies.

The three branches of government are working together to inform the public about the actions they are taking to reduce threats and increase opportunities for children and young adults in virtual space. Although these effective actions have been taken, there are still some challenges that need to be addressed in order to ensure the safety of virtual space for all users.

In this section, the following titles will be reviewed briefly:

Logical approaches to dealing with the current situation (1395)

The judiciary is working to create laws that are necessary to limit the misuse of virtual space and provide a safe environment for users of advanced communication technologies.

At the first level, it is necessary to consider "macro-level actions" by parents. This includes setting expectations for their children regarding the use of advanced communication technologies, such as mobile phones and tablets, and encouraging them to use these technologies responsibly.

At the next level, it is necessary to consider "intermediate-level actions" by parents. These include taking steps to promote their children's personal growth and development, such as providing them with guidance, support, and encouragement.

At the micro level, it is necessary to consider "micro-level actions" by parents in relation to their children. This includes taking specific actions to promote responsible use of advanced communication technologies by their children, such as setting limits on their use and monitoring their activities.

Macro-level actions by parents

Macro-level actions by parents can be divided into two categories: general actions and specific actions. General actions include those that will ultimately lead to the development of children's personality, such as providing them with a sense of identity and self-confidence.

Special Matters, Concerning the Demand for Culturalization in the Field of New Communication Technologies

The demand for culturalization in the field of new communication technologies is a pressing issue that has been felt strongly in society. The lack of appropriate culturalization has resulted in more risks and threats from these technologies, particularly for Iranian children, adolescents, and young adults.

The following two topics will be examined:

0101: Promoting the Development of Children's Personality

Promoting the development of children's personality requires overcoming some of the obstacles and challenges that young people face. Some of these include: The need for a serious review of issues related to children, adolescents, and young adults, Changing the approach from a centralized approach to a more decentralized approach, Changing the paradigm from a goal-oriented approach to a more interventionist approach, Creating a culture that emphasizes self-development and personal growth, Providing opportunities for children to develop their skills and talents, Encouraging children to take risks and try new things, Providing support and guidance to help children overcome obstacles and challenges, Creating a culture that promotes the use of technology in a positive way.

### 1-3- Expectation for Culturalization for Optimal Use of Advanced Communication Technologies

Culturalization is essential in the early stages of any phenomenon. In the process of culturalization, people are gradually introduced to the positive aspects of the technology and are reminded of its potential risks. This creates a space for people to think about how to use the technology in a positive way and reduce the potential risks.

The observation of Western countries' gradual introduction of different technologies, such as video games, is a sign of careful planning and thoughtfulness. However, the review of the same process in third-world countries, such as Iran, shows a lack of culturalization and preparedness for the acceptance of new technologies. This has resulted in negative consequences, such as addiction to video games, and has led to the prohibition of these technologies in some cases.

Iran has also experienced similar issues with tablet computers, internet, mobile phones, and satellite television. Despite the many positive benefits that can be obtained from these technologies, field research has shown that Iranian children, adolescents, and young adults are primarily using them for entertainment, relaxation, and seeking out forbidden websites and channels.

In addition to the significant role of technology in shaping the behavior of Iranian children, adolescents, and young adults, it is also important to note that the excessive use of tablets and mobile phones by these groups has limited their interactions and led to a significant amount of negative behavior, such as addiction, which ultimately affects their mental well-being.

Therefore, it is necessary to culturalize the use of new communication technologies in society, which cannot be overlooked. In addition to the large-scale plans mentioned earlier, specific expectations for culturalization in preschool education, education, and high education in Iran could be expected.

As mentioned by Motahari (2016), it is necessary to consider the culturalization of children's personality development at a micro level, as well as at a macro level in society, and to review and revise cultural-social plans in the community.

### 2- Mid-level parenting actions

Mid-level parenting actions are those that require cooperation, planning, and investment from responsible authorities and parents. Parents should formulate their own rational demands and seek

to fulfill them through the parents' organizations of children, adolescents, and young adults, in order to train their children effectively in the context of society.

Mid-level parenting actions include: Parental training and education, Supervision of children's activities, Encouraging children's interests and talents, Providing opportunities for children's socialization, Promoting children's emotional well-being, Encouraging children's physical activity, Fostering a sense of identity and belonging among children, Encouraging children's creativity and imagination.

These mid-level parenting actions are those that require parents to play a key role in their children's upbringing. If parents fail to invest in these areas, their children may not develop emotionally, socially, and physically, and may not be able to respond effectively to challenges and threats that arise in life.

### 3- Review of Mid-level Parenting Actions

In the review of mid-level parenting actions, three topics are discussed: "The importance of gaining knowledge and transmitting necessary information to children", "Culturalization for optimal use of children by advanced communication technologies", and "Therapeutic actions".

In the first topic, "The importance of gaining knowledge and transmitting necessary information to children", it is emphasized that parents must be aware of the opportunities and threats of new technologies and transmit their knowledge to their children. It is also noted that parents must strive to improve the level of awareness and behavior in their children, as knowledge alone is not enough. They must also cultivate emotions and attitudes in their children so that they can become aware of the benefits of technology.

In the second topic, "Culturalization for optimal use of children by advanced communication technologies", it is noted that parents should take personal responsibility for ensuring that their children use technology in a responsible and effective manner. This includes setting up initial guidelines for their children's use of technology and promoting responsible use of technology as a source of educational, research, creative, and recreational activities.

In the third topic, "Therapeutic actions", it is emphasized that parents can take certain actions to reduce their children's dependence on advanced communication technologies. For example, they can set limits on their children's use of technology, promote physical activity and outdoor play, and encourage their children to engage in creative and artistic activities.

In conclusion, it is clear that the solution to the problem of virtual space in Iran is not just about accepting or rejecting technology, but rather about promoting responsible and effective use of technology through culturalization and education. If we do not take this step, the scenario outlined in this paper will come to pass, and technology will dominate social space in a way that is detrimental to our society.

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