

Cultural Heritage Preservation and Museum Awareness in the Context of Animation Films: “The Example of Kuzucuk Animated Series”

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Abstract

Individuals being introduced to museums at an early age is crucial for them to acquire museum culture and become conscious museum visitors in adulthood. Nowadays, education is not limited to family, environment, and school settings; rather, with the advancement of media communication tools and technology, these tools also play an effective role in children's education. In this context, content prioritizing the preservation of cultural heritage and the creation of museum awareness for children is prepared not only in developed countries but also on national channels in Turkey. In this study, the "Museum" episode of the Turkish-produced animated series "Kuzucuk," which is aimed at preschool children and aired on "TRT Çocuk" channel, is examined. Document analysis method, one of the qualitative research methods, has been employed in the research. The verbal, visual, and auditory elements in the "Museum" episode of the animated series "Kuzucuk" have been evaluated in terms of conveying cultural heritage preservation and museum awareness, and it has been observed that these elements are mostly presented in a meaningful context. However, certain aspects presented in the cartoon, such as "sole emphasis on archaeological museums," "depiction of the museum without a roof and door," "touching artifacts behavior," and "eating and littering behavior in the museum," may convey incomplete or confusing messages to children regarding museum rules and cultural heritage. Despite these aspects requiring reconsideration, it has been concluded that cultural elements in this cartoon are presented in a manner suitable for preschool children; they are understandable and engaging, addressing the child's realm of understanding. Therefore, it is inferred that the cartoon contributes to the transmission of culture and raising awareness of cultural heritage.

Keywords: Animated Series, Cultural Heritage, Museum, Museum Education, Preschool Period.

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1. Introduction

UNESCO (United Nations Educational, Scientific and Cultural Organization) and ICOM (International Council of Museums) are globally important organizations in the field of museology. UNESCO is a United Nations agency that promotes worldwide cooperation and coordination in education, science and culture. It carries out effective work at the international level by promoting the protection of cultural heritage, education and intercultural dialogue. ICOM, on the other hand, is an organization that sets international standards for museums, brings together museum professionals and promotes cooperation between museums. These two important organizations support museums in their mission to preserve cultural heritage and promote understanding between societies by establishing standards in the museum field and promoting knowledge sharing. By emphasizing that

culture and history are a global wealth, these organizations contribute to the creation and discussion of international criteria in museology (UNESCO, 2023 and ICOM, 2023).

The new definition of a museum, approved by 92.41% of the votes at the Extraordinary General Assembly of ICOM in Prague on August 24, 2022, is as follows A museum is a permanent institution that researches, collects, preserves, interprets and exhibits tangible and intangible heritage and serves society on a non-profit basis. Open to the public, accessible and inclusive, museums promote diversity and sustainability. Through their communication and functioning, shaped by an ethical and professional approach and the participation of communities, they offer a variety of experiences that include education, enjoyment, and the sharing of ideas and knowledge. The question posed to members was "Is the main purpose of museums to educate and build collections? Also, should museums use this collection for the development of society?" This was the question. The new definition differs from its predecessors in that it includes 13 new elements, such as "sustainability", "ethics", "accessibility" and "diversity", and more effectively articulates the role of museums in society (ICOM, 2022).

According to the International Council of Museums (ICOM), museum education can be defined as a set of values, concepts, knowledge, and practices aimed at ensuring the visitor's development; it is a process of acculturation which relies on pedagogical methods, development, fulfillment, and the acquisition of new knowledge (Desvallées & Mairesse, 2010). Hooper-Greenhill (1992) defines museum education as a lifelong, interactive, lively, participatory and innovative process that connects museum collections with visitors' interests. According to İlhan (2012), museum education is the use of museum resources for educational purposes. In particular, it serves goals such as understanding oneself and people in time and space, maintaining cultural heritage, relating the past, present and future in a meaningful way, understanding, protecting and preserving cultural assets and antiquities. It also includes goals such as recognizing and understanding one's own culture and different cultures with a multidimensional and tolerant approach, making museums a living institution, and developing intercultural understanding and empathy.

The preservation and transfer of cultural heritage to future generations is important for the sustainability of cultural heritage not only in Turkey but also on a global scale. Developing the dialog needed for people to live together in society can only be possible by learning both one's own culture and other cultures and practices. Museums, which are among the important institutions that undertake the task of keeping cultural heritage alive, protecting and transferring it to the future, not only preserve cultural heritage, but also contribute to understanding each other and meeting on a common cultural ground by creating dialogue in society. At this point, museum education activities especially for children play an important role. Through museum interactions, children have the opportunity to learn not only about their own culture, but also about other cultures and practices. This enables them to understand cultural diversity, develop tolerance and be open to different perspectives. The place of museums in education offers an approach that does not only confine children's learning within the classroom walls, but also supports it through concrete experiences. Museums encourage children's participation in the learning process through interactive exhibitions and interactive programs. This allows children to learn information more effectively, keep their curiosity alive and explore cultural heritage more deeply. This link between the preservation of cultural heritage, the function of museums and the place of children in education represents an important interaction to foster a culture of tolerance, understanding and coexistence in society.

Children who are exposed to museum culture at an early age have the potential to develop a lifelong interest and understanding of museums. Being introduced to museums in preschool provides children with the opportunity to encounter not only artifacts related to history, art or science, but also the desire to explore and a sense of curiosity. This early experience encourages children to learn, making museum visits a fun and educational activity. Furthermore, through museums' interactive exhibitions and various activities, children have the chance to experience learning more closely. This allows individuals to evaluate museums in a more informed and in-depth way in adulthood. Considered in this context, the preschool period, which is a period of the fastest physical, mental and social development and a period in which social and basic values are learned, has a critical importance in preserving cultural heritage and creating museum awareness in children.

In the preschool period, cartoons stand out as an effective tool in the process of preserving cultural heritage and providing museum culture to children. These animations not only help children have fun through colorful characters and entertaining stories, but they can also contribute to the formation of conscious individuals by introducing the concept of museum. Through cartoons, children can experience the excitement of discovering the museum atmosphere, artifacts and objects of historical value. This visual experience can trigger their curiosity and make them realize how interesting and instructive museums are. In addition, cartoons can convey possible

messages about why it is important to preserve cultural heritage. This can potentially contribute to children's understanding and appreciation of these values. This fun and educational tool can play a role in introducing children to museum culture at an early age and potentially reinforcing their awareness of cultural heritage conservation.

A cartoon is a visual art form in which moving images, characters or objects are usually created and shown in successive frames. Cartoons are created using animation, which replaces live actors with drawings, digital characters or custom-made models. Cartoons can be produced in different genres and for different audiences. They usually have an entertainment purpose, but can also include storytelling, character development, comedy or dramatic elements. Moreover, cartoons are frequently broadcast on television, cinema or online platforms and are followed by a wide audience. Therefore, cartoons are considered an important media genre that combines visual art, entertainment and storytelling (Bendazzi, 2016).

Cartoons play a very effective role in the context of social education. Various topics, information, events and concepts such as values education are effectively presented through animations in children's programs. In this context, the role of animation includes the ability to direct the personality development of the child in the educational process with certain messages (Kaba, 1992).

It is true that animated cartoons have a positive social impact on children. Cartoons function as an important socialization and educational tool. Cartoons help children to broaden their understanding of the world they live in. Cartoons give children the opportunity to learn the values of the nation and culture in which they live, as well as the values of other countries' civilizations and their children. In addition, parents use animated cartoons to provide entertainment and relaxation as they help relieve stress and tension in children (Wijethilaka, 2020).

Watching cartoons influences children's behavior and attitudes, such as tastes, the way they relate to their friends, the way they talk and the way they dress. Cartoons also significantly influence children's language skills and eating habits. Through cartoons, children recognize the nature of social relationships and show positive and negative reflections in their behavior on how they shape their lives (Wijethilaka, 2020).

What is the best and most meaningful thing a child can learn from academic books, teachers or animated television series? According to a study at Shrimin's University of Michigan, "children are more attracted to cartoon content with well-designed scenes, sounds, visual effects and colors than to traditional learning methods. These factors are sufficient for them to internalize much more information than a teacher can teach in the classroom (Jensen, 1998).

Cartoon viewing among children has been critically discussed by many researchers. Cartoons offer a wide range of content, including sexual content, violence and alcohol, which can have a negative impact on children. However, cartoons with carefully prepared content can be not only entertaining but also educational and open up new worlds for children. Cartoons with social good messages are just some of the important tools that can influence viewers to make positive lifestyle changes (Wijethilaka, 2020).

According to Taş Alicenap (2015), in the past, cultural transmission and updating was carried out through folk tales and fairy tales. Today, however, cartoons have taken over this task. By connecting with their own roots and past, artists ensure cultural continuity and can reshape the cultural tradition and pass it on to future generations. The rich narratives of Turkish culture should continue to exist by being updated. This ensures cultural continuity and makes it possible to transmit culture to future generations. Turkish cartoon artists have the potential to fulfill this task. Especially with TRT ÇOCUK channel's support for Turkish-made cartoons, there is a great opportunity to use local resources and bring them to children. For example, the cartoon "Maysa and Bulut" depicts the lifestyle and culture of Yoruks. Inspired by historical sources, this movie conveys Yorum life to today's children. In addition, cartoons such as "Çelebi and Laklak," "Keloğlan," "Hacivat and Karagöz Traveling the World," "Nasrettin Hodja," "Little Hezarfen" and other cartoons depicting important characters and stories of Turkish culture are broadcast on TRT Çocuk channel. These Turkish-made cartoons play a critical role in cultural transmission.

Taş Alicenap (2015) emphasizes that these codes need to be repeated and reproduced in order to keep the cultural values of a nation alive and pass them on from generation to generation, and states that in recent years, with the advancement of technology, animated films that attract everyone, big and small, to movie theaters have become important tools in the transfer of cultural heritage. He also states that cultural memory, which is constantly present in traditional narratives, constitutes an important source for cartoon scripts.

A few points about the important role of cartoons in raising awareness of cultural heritage in children and spreading museum awareness: "education and entertainment", "visual representation", "storytelling",

"simplification and adaptation", and "promotion of values". When we evaluate the "education and entertainment dimension", it is seen that cartoons offer educational content while entertaining children at the same time. By incorporating cultural heritage and museum themes into cartoons, children can learn about historical events, artifacts, traditions and important figures in a pleasant and accessible way. In terms of "visual representation", cartoons can visually represent historical sites, monuments, and museum exhibitions, offering children a perspective on cultural heritage that is not personally accessible to them. Through animated narratives, cartoons can make children curious and interested in different cultures and history. "In terms of 'storytelling', cartoons often present stories involving cultural heritage and historical events. By incorporating these elements into compelling scenarios, an emotional connection between cartoons and children can be established. This emotional engagement helps children develop empathy, appreciation and respect for different cultures and heritage. In terms of "simplification and adaptation", the concepts of cultural heritage and museums can sometimes be complex for children. Cartoons can simplify and adapt these concepts to age-appropriate content, making them easier for children to understand and relate to. Through colorful visuals, memorable characters, and simplified explanations, cartoons can convey complex ideas in more digestible and engaging ways. In the context of "promotion of values", it can be noted that cartoons are often able to communicate important values and messages. Cultural heritage and museum awareness, when woven into the stories of cartoons, can promote values such as respect for diversity, preservation of cultural artifacts and the importance of history. By instilling these values at an early age, cartoons can contribute to shaping children's perceptions of their own cultural heritage and the heritage of others.

1.1. Research Methods

In this study, the "Museum" episode of the cartoon series "Kuzucuk", a Turkish production for preschool children, which is included in the broadcast stream of TRT Çocuk channel, was analyzed. The research was conducted using document analysis method. Although documents are important elements used in qualitative research, elements such as books, letters, magazines, maps, statistics, newspapers, interviews, photographs, pictures, and videos are considered within the scope of documents (Kıral, 2020). First of all, the "Museum" episode of the TRT cartoon "Kuzucuk" was audio transcribed and the dialogues between the characters were analyzed in detail. In particular, expressions related to museums, cultural heritage and education were identified. Considering the principle of suitability for children, the visual elements of the cartoon related to the museum were evaluated in detail. The suitability of the cartoon to the level of preschool children and whether the museum concept was conveyed correctly were examined. By considering the voiceover and cartoon music for children, the ability of these elements to attract children's attention and their contribution to the transfer of information were evaluated. Through the concept of museum in the content of the cartoon, the messages given on the functions of the museum and the protection of cultural heritage were analyzed, and the methods and emphases used to instill museum awareness in children were examined. The data obtained reveals a detailed analysis of the verbal, visual and auditory elements in the "Museum" section of the "Kuzucuk" cartoon in the context of the functions of the museum, the protection of cultural heritage and the transfer of museum awareness. The key role of cartoons in raising awareness of cultural heritage and spreading museum awareness among children involves a number of important elements. In particular, these elements are considered in terms of the balance between "education and entertainment", "visual representation", "storytelling", "simplification and adaptation" strategies, and "promotion of values". During the analysis of the "Museum" episode of the Kuzucuk cartoon, the basic principles and museology standards set by prestigious organizations such as UNESCO and ICOM were prioritized. Issues such as the protection of cultural heritage, the educational function of museums, and the creation of collective memory were considered as the basic parameters in evaluating compliance with international museum standards. In this framework, these basic principles have been adhered to in order to provide children with an entertaining narrative, as well as to raise museum awareness and emphasize cultural heritage. It is thought that the pedagogical suggestions offered by this research will contribute to the process of creating cartoon content to be prepared within the scope of developing cultural heritage and museum awareness in our country.

1.2. Results and Discussion

The 72nd episode of the 2014 TRT cartoon series "Kuzucuk" titled "Museum" is 13 minutes long. The cartoon "Kuzucuk" features characters such as Kuzucuk (lamb), Cıkcık (bird), Laklak (stork), Tostos (turtle), Köskös (mole), Badem (squirrel), İbikli (rooster) and Tıpır (rabbit) (TRT ÇOCUK, 2014).

The main plot of the cartoon is as follows. The "Museum" episode of the cartoon series "Kuzucuk" starts with a fun introductory scene showing all the cartoon characters in their living spaces accompanied by the "main theme melody/ credits music". The first scene of the episode, "00:54", starts with the protagonist Kuzucuk picking

potatoes in the garden and finding an object covered with mud. Kuzucuk tries to discover what this object, which he pulls out of the soil with the potatoes, is and decides to clean it first. In the other scene at "02:50", Ibikli hits a hard object while digging the soil with his beak and in order to find out what it is, he and Badem dig deeper into the soil with the help of a pick and shovel and pull out a chest. "03:40" When Badem and Ibikli open the chest, they find a treasure filled with gold and precious stones. "04:28" Ibikli and Badem are very happy to find a treasure, but they cannot agree on sharing the treasure. "04:45" Ibikli claims that he found the treasure and eliminates Badem. "04:59" Badem goes to Kuzucuk to solve the problem. "05:07" Meanwhile, Kuzucuk cleans the object he dug out of the ground while picking potatoes and discovers that it is an old plate. "05:19" A remarkable conversation takes place between Kuzucuk and Laklak. Laklak: "it is interesting to find a plate under the soil; it may have remained under the soil due to natural causes such as rain and wind and may have belonged to the people who lived here in the past". "06:15" When Badem explains the situation to Kuzucuk, Kuzucuk says that these precious objects found by Ibikli and Badem do not belong to anyone, they are the common cultural heritage of humanity and should be delivered to the museum. "06:50" Upon Badem's question about what a museum is, Laklak explains what a museum is. "07:35" Conversations are held on the importance of protecting ancient artifacts. "08:35" Kuzucuk, Cikcik, Laklak and Badem go to Ibikli. "09:16" Although they say that the artifacts they have found should be delivered to the museum, they cannot agree on this and go to Tostos. "09:30" After Tostos, who is older and wiser than all of them, gives the necessary explanations on the subject, they decide to establish a museum together. They ask Köskös to help them build the museum building. "10:11" Köskös, a mole, helps his friends at the farm to build the museum by using his skill of digging in the soil. "10:28" Together they sing a cheerful song emphasizing the importance of the museum. "11:00" After the construction of the museum is completed and the artifacts are installed, the museum is opened. "12:08" Cikcik emphasizes that this is the first time he has visited a museum and that the objects in the museum were used by people who lived in the past. "12:15" "Now we will all know about the people who used to live here," says Lamb. It is repeated that the artifacts in the museum are very valuable and should be protected. "12:15" At the end of the cartoon, the episode ends with the credits.

The cartoon progresses with the character "Kuzucuk" accidentally finding an old plate/artifact in the soil while picking potatoes in the garden and while trying to discover what this old plate is, other characters get involved in the story. "Badem, Ibikli, Cikcik, Tostos and Laklak" participate in various ways. Each character represents different aspects of museum concepts and conveys important messages to children about preserving and sharing cultural heritage. While the main theme of the cartoon focuses on the preservation and sharing of cultural heritage, various scenes show how conflicts between the characters are resolved and how the concept of the museum is explained. The importance of museums is emphasized within the framework of collection, documentation, conservation, exhibition and education functions.

The themes of *"digging objects out of the soil"* and *"discovery of a historical artifact"* are indicated when Kuzucuk finds a muddy object while picking potatoes in the garden [Figure 1]. Kuzucuk cleans this muddy object he dug out of the soil [Figure 2]. He realizes that the earthen vessel he finds may have belonged to the people who lived in that region in the past and that it is a historical artifact. This situation teaches children that valuable objects can be found hidden under the soil. It also emphasizes the functions of museums such as *"collecting artifacts and maintenance and repair"*. In another scene of the cartoon, Ibikli and Badem dig in the soil and find a treasure full of gold and precious stones [Figure 3, 4]. In this scene, children are again emphasized that valuable historical objects can be found hidden under the ground and the importance of the *"collection and preservation"* function of the museum. In the following scenes, Tostos' words "where you find the chest, you can find other valuable objects" also point to a method that museums use when collecting artifacts.

In the following scene of the cartoon, Ibikli and Badem have a disagreement about sharing the treasure they found and go to Kuzucuk for help. Kuzucuk argues that the artifacts should be handed over to the museum. In this scene, it is emphasized that *"historical artifacts are the common cultural heritage of all humanity"* and the general mission of museums, namely; *"collection, documentation, exhibition, conservation, education, research and communication"* functions are emphasized. Tostos, the oldest and wisest character living on the farm, emphasizes to the other characters the importance of compromise in case of conflict, the power of working together to preserve and maintain the common cultural heritage of humanity, and the importance of museums. This conflict situation, the knot in the cartoon, is resolved by the decision to establish the museum [Figure 5].

In another scene of the cartoon, a character named Cikcik asks "what a museum is" and Laklak defines a museum as follows: "A museum is a place where old and valuable objects are preserved. Also, those who want can go and see these artifacts". Based on this definition, it is seen that the concept of "museum" is explained in a way that is suitable for the level of preschool children; by simplifying and adapting it in a way that facilitates

children's understanding and associations. In the definition of "museum" given to children in the cartoon, the importance of "museum", "historical artifacts" and "equal access in the context of visiting museums" are emphasized.

In the continuation of the same scene, Laklak said, *"As you know, I have traveled to many parts of the world. During my long trips, I always visit museums. There are very valuable items, plates, gold, treasures in museums. They are preserved in museums and anyone can go and see them"*. In the same scene, Laklak's photographs taken in the museums he visits appear on the screen [Figure 6]. When these photographs of Laklak are analyzed and his explanation is taken into consideration, it is seen that the photographs emphasize archaeology museums. When the general fiction of the cartoon is analyzed, it is seen that Archaeology museums are emphasized again when the process of unearthing historical objects under the ground and establishing a museum are taken into consideration. It may be a point of criticism that a cartoon explaining the concept of museums to children only emphasizes archaeology museums and does not mention various types of museums. Emphasizing different types of museums while explaining the concept of museums to preschool children can contribute to children's understanding and interest in museums from a broad perspective. Considering that various types of museums such as art museums, history museums, natural history museums, and ethnography museums offer children the opportunity to learn and discover about different subjects, the cartoon showing this diversity can provide a richer educational experience. Introducing different types of museums can help children discover museums that suit their interests and help them understand cultural diversity. At this point, expanding the concept of museum and emphasizing different types of museums in the content of the cartoon can offer children a more comprehensive perspective. This criticism may be based on the idea that emphasizing the general diversity of museums while introducing the concept of museum to children may increase their curiosity and desire to learn.

In another scene of the cartoon, the animals living on the farm build the museum building with the help of Köskös, a mole [Figure 7, 8]. The *"building of the museum"* represents the preservation function of the museum and emphasizes the necessity of a museum building for the preservation of artifacts. In the next scene of the cartoon, the museum is opened and the artifacts are placed in the museum and exhibited [Figure 9, 10]. This scene is designed to make children feel the museum's functions of collecting and exhibiting artifacts.

It is important that the verbal elements in quality cartoons designed for preschool children have certain characteristics. In the "Museum" episode of the cartoon series "Kuzucuk", a simple and understandable language was used in accordance with the age of children. Complex sentence structures were avoided and simple sentence structures that enable children to easily understand the content were used. Various words were used to expand children's vocabulary and the meanings of these words were explained and repeated in a way that children could understand. The dialogues in the cartoons were created in a way that could encourage and encourage positive behaviors in children. Values such as self-esteem, empathy, sharing and cooperation were emphasized through verbal communication. The dialogues between characters are processed in a way that can help children establish emotional bonds. The dialogues in the cartoon are designed to convey educational information to children and arouse their curiosity. The dialogues are not boring, humorous and engaging, which can attract children's attention and make the learning process enjoyable. The voiceover and accents accurately reflect the emotional and physical states of the characters.

This cartoon emphasizes the importance of museums in preserving and displaying cultural heritage and using them for educational purposes. It is repeated many times that the artifacts inside the museum are very valuable and should be protected. In the cartoon, the fact that the conflict between the characters is resolved with the idea of establishing a museum and the importance of the museum is emphasized also shows that the cartoon aims to teach children the values of protecting and sharing cultural heritage.

However, in this case, shouldn't the "museum image" presented to children in the cartoon be presented in a more sheltered way in order to protect and keep the artifacts safe? Because it seems that the museum built by the heroes in the cartoon does not have a roof and a door [Figure 11]. When this issue is considered in the context of "the protective function of museums", it can be said that it may create a wrong or incomplete learning situation for children. In addition, it is also seen that the heroes in the cartoon do not place the historical objects inside the museum in a glass case as they should, and that they touch the historical objects with their hands [Figure 12, 13, 14, 15]. At this point, it should be noted that in these scenes in the cartoon, the museum is not presented to children as a protected and carefully organized environment. However, the fact that the museum in the cartoon is roofless and doorless and the characters directly touch the artifacts may also carry a symbolic meaning. In this case, it can be thought that the museum depicted in the cartoon is intended to be portrayed as a more accessible and intimate space. For example, the symbol of a "doorless museum" could mean that everyone is invited and there are no barriers to accessing cultural heritage. However, while the fact that the houses where the characters

in the cartoon live have a typical structure with doors and roofs shows that this symbolism is a reflection of a real life in a fantastic narrative for children, the opposite is seen in the depiction of the museum. Direct contact with the artifacts can teach children that museums have value not only for viewing but also for interacting with them. This may symbolize the idea of people having a closer relationship with the artifacts. However, at this point, it is important to emphasize to children the rules of museum visits and respect for the artifacts. Since the cartoon has a specific educational purpose, these elements should be handled carefully in order not to give children the wrong impression. Considering the age and perception levels of children, it should be evaluated whether the museum design and the way the characters touch the artifacts in the cartoon is an appropriate educational method or whether it teaches children a wrong behavior. If the cartoon deals with museums and cultural heritage in a historical and cultural context, it is important that issues such as the protection of artifacts and not touching them are conveyed to children correctly.

As visual communication tools, cartoons facilitate teaching through color, movement, shape, sound and symbols and make the message permanent. When the historical development of cartoons and the reason for their emergence are examined, it is generally stated that they have an educational purpose. In this context, it is important what the child learns in the cartoon he/she watches, which characters he/she identifies with and how he/she designs this in his/her mind (Güler, 1989). In another scene of the cartoon "Kuzucuk", the character named Badem, while eating a nut inside the museum, throws his garbage uncontrollably into the museum and the garbage hits Ibikli's head [Figure 16, 17]. Ibikli's confused and funny facial expression that emerges as a result of this situation is used as a humorous element in the content of the cartoon. Although this situation is actually a humorous situation presented in the fiction, the fact that the character Badem leaves waste inside the museum while consuming a shelled nut and the resulting uncontrolled situation is an example of a violation of museum rules. This situation conflicts with the pedagogical goals of teaching children the rules that should be applied during museum visits. In general, eating and littering in museum environments is considered unacceptable behavior in terms of conservation and visitor experience. The scenes used in the cartoon content to teach children museum etiquette should focus more carefully on conveying the message that museum visits should be conducted in a respectful and responsible manner.

In fact, while the literary textual content presented in the general fiction of the cartoon frequently emphasizes that historical artifacts are the common cultural heritage of humanity and the importance of preserving them and passing them on to future generations and the functions of museums, it is seen in the visual flow that museum rules are presented to children with an approach that is not very accurate. At this point, it should be noted that the literary textual content and the visual content are not constructed in harmony with each other. It is important that the information and values intended to be conveyed to children are conveyed accurately, and that the literary textual content and visual content are designed to complement each other.

The harmony between educational content and visual presentation is extremely important. When the content for children has an educational purpose, it is important that the visual presentation matches this purpose. Children should receive an accurate and consistent message about museum rules and the importance of cultural heritage. Children's perception and comprehension levels should be taken into account. Consider how topics such as museum rules and touching artifacts are covered according to children's age and level of perception. Consideration should be given to how children can understand and apply accurate information on these topics. In the context of preschool children, the balance of entertainment and instructional elements is also extremely important. In content for children, it is important to strike a balance between entertainment and instructional elements. While an entertaining presentation attracts children's attention, instructive messages should also be clearly conveyed. It is important to observe compliance with social and cultural norms in the visual flow for children. Children should learn behaviors in accordance with the values accepted by society.

The expressive power of visual expression should not be ignored. Visual expression can convey messages faster and more effectively than written text. Therefore, museum rules and the protection of cultural heritage can be made more comprehensible by using visual expression techniques suitable for children. In conclusion, it is important that the educational messages and the visual presentation of content for children are in harmony. If the visual presentation of the cartoon shows deficiencies in conveying the right information to children, revisions can be made or additional explanations can be added to convey the message more clearly.

In order for cartoons to stimulate the creativity of preschool children, they must be designed in accordance with the developmental characteristics of their target audience. This should be taken into account at every stage of the design process, from the projection of movement on the screen or screen, the arrangement of colors, the aesthetics of forms, the creation of the script, the organization of the story in an immersive way, and the selection of visual and linguistic content. The characteristics of children in this period should be the main basis of the

design (Aşlıoğlu, 2018). In the "Museum" episode of the cartoon series "Kuzucuk", the design of the visual elements used is handled in a simple and understandable way, far from complexity. Vivid and attractive colors were used with an aesthetic understanding to attract the attention and interest of children. The characters in the cartoon are designed in such a way that their facial expressions, body language and gestures help children understand their emotional reactions and social skills. The characters are depicted as extremely cute and friendly, which is an important factor that will enable children to bond with the heroes in the cartoon [Figure 18]. The theme and concept addressed in the cartoon were determined in accordance with children's life experiences and interests. Because topics such as nature, animals, friendship relations are interesting concepts for children. The visual elements that keep children's interest alive are designed in a dynamic and moving manner, but the speed of the movements is designed in accordance with children's perception level. The visual elements in the cartoon are designed in a way that can enable children to empathize and participate in the story, thus appealing to their universe of meaning. In this cartoon designed for preschool children, visual elements were used effectively to support children's fun and learning.

In another scene of the cartoon, the characters living on the farm sing a song together emphasizing the importance of the museum. The lyrics of the song are as follows; "We will have a museum. / It will be filled with gold. / I found the gold. / It will stay in this museum. / They are preserved in the museum. / These are precious things. / Not only gold! / There are many different things. / You can come and see. / You will get ideas. / We will have a museum. / It will be full of joy". This song emphasizes the functions of the museum and the importance of preserving cultural heritage.

Music is a fundamental element in educational television programs for children, both as songs and background music. Background music is often used to express emotions and emphasize situations, while musical motifs repeated between specific characters or scenes form a universal musical language. This music plays a critical role in shaping children's perception and evaluation of the world (Dias, 2020). Children watch cartoons with quality stories, music and visuals more often. The music of quality cartoons, such as Walt Disney's cartoons, encourages children to sing and memorize lyrics, which contributes to children's language learning and language development (Wirawan and Hapsari 2018). The "credits music" and "museum song" used in the "Museum" section of the cartoon "Kuzucuk" are presented in a very lively, rhythmic, entertaining way and can attract children's attention.

When the auditory elements used in the "Museum" episode of the cartoon series "Kuzucuk" were analyzed, it was seen that sound effects, dialogues and background music were handled in a clean and clear manner. Dialogues spoken slowly and clearly were preferred to support children's language development. Various musical elements were used to attract children's attention and create an emotional connection. For example, the use of a variety of instruments, rhythmic and melodic variety, songs and repetitive motifs can attract children's attention. The use of natural sounds (such as birds chirping, wind blowing) and interesting sound effects can stimulate children's imagination and desire to explore. The characters' tones and accents should accurately reflect emotional expressions. Appropriate vocalization techniques were used to express emotions such as joy, fear and sadness. Dialogs are constructed in a way that supports children's understanding and learning. Educational information and values are presented in a language appropriate to children's lives and experiences. Sound effects and background music accompany the flow without distracting children and without interfering with the delivery of the main message. A balanced volume level is used, which is important to facilitate children's focus and comprehension.

1.3. Conclusion and Suggestions

Within the scope of this research, it is seen that the "Museum" episode of the cartoon "Kuzucuk" was prepared to emphasize the importance of education and the protection of cultural heritage by explaining the different functions of museums to children. During the analysis of the cartoon series, it was evaluated in detail how the functions of museums were explained to children. The functions of museums such as collection, documentation, exhibition, conservation, education, research and communication are the main topics addressed in the content of the cartoon. The Kuzucuk cartoon aims to explain the multifaceted role of museums to young viewers, especially by portraying these missions in a fun and child-friendly way. In this context, efforts are made to help children understand museums not only as exhibition spaces, but also as a whole with their various functions such as the preservation of cultural heritage, education and research. The "Museum" episode of the cartoon series "Kuzucuk" has an important potential in terms of preserving cultural heritage and transmitting museum awareness. By presenting cultural elements to young children in an understandable and entertaining way, the cartoon can increase their interest in cultural heritage. However, elements presented in the cartoon such as "emphasizing only archaeological museums", "depicting the museum without a roof and door", "touching

artifacts", "eating and littering in the museum" may convey incomplete or mixed messages to children about museum rules and cultural heritage. Despite these elements that need to be reconsidered, it was concluded that cultural elements in this cartoon are presented in a way that is appropriate for the level of preschool children; in a comprehensible and interesting way, that is, it is at a level that can appeal to the child's universe of meaning, and in this context, it can contribute to cultural transfer and cultural heritage awareness. In the cartoon, it is frequently emphasized that the artifacts in the museum are the common cultural heritage of humanity and should be protected. The fact that the dispute over the ownership of the artifacts discovered by chance under the soil is resolved with the idea of establishing a museum by considering values such as self-respect, empathy, sharing, cooperation and emphasizing the importance of the museum shows that it aims to teach children the values of protecting and sharing cultural heritage.

The "verbal, visual and auditory elements" in the "Museum" episode of the cartoon "Kuzucuk", which are discussed in the context of the functions of the museum, the protection of cultural heritage and the transfer of museum awareness, are carefully designed to attract children's attention and support their learning. In terms of the verbal elements, it is seen that simple and understandable language is preferred and the content is designed in a way that children can easily grasp the content. In addition, dialogues were used to encourage positive behaviors and emphasize values. In the visual elements, a design that can attract children's attention has been created by using vivid colors and cute characters. The facial expressions, body language and gestures of the characters are detailed to help children understand their emotional reactions and social skills. The theme and concept were determined in accordance with children's life experiences and interests in a way that supports children's ability to participate more in the events of the cartoon. The audio elements, sound effects, dialogues and background music were handled in a clean and clear way. Dialogues are organized in a slow and clearly spoken manner to support children's language development. In addition, musical elements such as the use of a variety of instruments, rhythmic and melodic variety, songs and repetitive motifs are of a quality to engage children.

The content of cartoons prepared for preschool children should be appropriate for their age and developmental level. The use of simple and understandable language, colorful and interesting visuals are factors that will attract children's attention. In the preparation of the content, it should be kept in mind that educational and impressive stories can contribute to children's emotional and mental development. Emphasizing the protection and value of cultural heritage in stories can give important messages to children. It is important that the visual and auditory elements used in cartoons attract children's attention and contribute to the learning process. Colorful and attractive visuals, impressive music and correct vocalization techniques can be used. It is important that parents and teachers guide children when they watch such content. Parents and teachers can follow the cartoons that children watch, ask questions about the subject matter and facilitate in-depth discussions. In addition to cartoons, interactive learning opportunities can be provided. For example, interactive games, activities or virtual tours can be organized for children. Such activities can enable children to learn the topic in more depth. Emphasizing the protection of cultural heritage and sustainability can increase children's social and environmental awareness. In this context, it is important to include the themes of living in harmony with nature and the environment, sustainability principles and social responsibility in cartoons. In conclusion, various methods and materials can be used to inform children about the importance of cultural heritage and the value of museum visits and to raise awareness. In this way, children can grow up as individuals who respect cultural heritage and visit museums consciously from an early age.

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Figures



Figure 1. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 2. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).

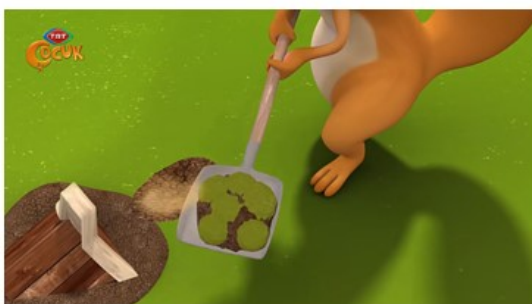


Figure 3. The "Museum" episode of the cartoon series "Kuzucuk". (TRT COCUK. 2014).



Figure 4. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 5. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).

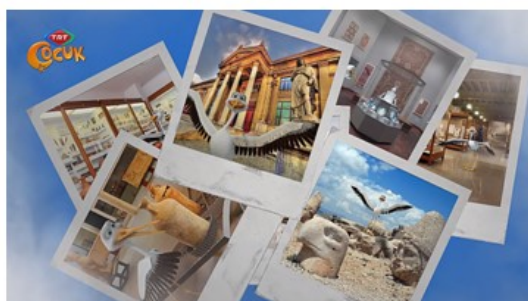


Figure 6. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 7. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 8. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 9. The "Museum" episode of the cartoon series "Kuzucuk". (TRT ÇOCUK, 2014).



Figure 10. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 11. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 12. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 13. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 14. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 15. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 16. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 17. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).



Figure 18. The "Museum" episode of the cartoon series "Kuzucuk", (TRT ÇOCUK, 2014).