

Children and Television

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Abstract:

Since ancient times, the family has been the primary institution responsible for raising and educating children. However, with the introduction of television into the home, its role has gradually diminished in favor of this device, which has begun to take over the task of organizing and educating the child. It has become an institution that works on the upbringing of children, similar to the family and school. American researchers have dubbed it the "spiritual literature" for children and have labeled today's children as the "television generation" or "television children," meaning that children receive their upbringing from a trio of educators represented by the father, mother, and television. This device has managed to invade everyone, and no one has been spared from it. It offers programs through which it seeks to instill values in children, specifically. As a result, the family is no longer the primary institution responsible for raising and educating the child. Instead, from a young age, the child watches television programs that present interesting and attractive behavioral and lifestyle patterns, carrying within them behavioral models that are expected to be adopted by the child until they become part of their daily routine. In this way, the family loses its authority over the children. The child no longer cares about anyone except for this device that has completely taken over, and the family no longer has time to come together except around this device.

Keywords: *Social upbringing, television, communication media.*

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I. INTRODUCTION

1. Introduction :

Child development has been considered as a priority sector by the policy makers in India and other countries. The founding fathers of our Constitution have provided series of specific safeguards for the human resources development in the country. The Directive Principles of State Policy have laid emphasis on child development. There is a phenomenal growth of mass media including television all over the globe. The role of television as a medium of communication and development is subjected to scientific research in India and elsewhere. A new generation of children has grown up with television exposure in modern society.

All these factors contribute to the lack of public interest, particularly among children, in the various media and content which are supposed to be intended for them and for the whole family through television in favor of new technologies, for which children seem to display a real addiction, finding that all parents were able to record especially during periods of emptiness caused by the various crises and in particular recently by the Covid19 pandemic, a period which was marked by increased and unprecedented use by children - n' having not found alternatives on traditional media - content from all sides broadcast by smartphones, video game consoles and social networks .. Indeed, the radio took 38 years to have 50 million listeners, television reached 50 million viewers in 13 years, but it took Facebook just one year to benefit from more than 200 million users and reach 1.65 billion active users in 2018 the world .. (Mihai Bădău, 2018).

This represents an additional risk factor for children in terms of audiovisual entertainment as long as the content broadcast by new media is increasingly attractive and creative for children, but also escapes any possibility of monitoring or control given the speed with which these contents are disseminated and propagated; a real threat to the balance of this fringe of society which absolutely must be protected from it.

1- Definition of corporate social responsibility:

Corporate social responsibility (CSR) is an ethical concept that considers that an individual or an organization has the obligation to act for the benefit of society at large (Pélissier, 2015, p 215-229), it represents today a key element of strategic management and marketing. Its best-known definition describes it as "the ongoing commitment of companies to adopt ethical behavior and to contribute to economic development while improving the quality of life of workers and their families as well as of the local community and society at large. wide" (Schopf, 2016, p 36). Indeed, in the 1960s, companies and then public services and organizations began to define an ethical and normative framework for their contribution to society in general and to social protection in particular, beyond their industrial and commercial.

2. Mediasocial responsibility:

The definition of a scope and content linked to the specificities of public establishments and enterprises can therefore apply to media organizations, which must campaign to deserve the status of "moral conscience of public opinion" and of civil society. . In this perspective, the journalist is considered as a social actor and the values that form the basis of his professional action are the universal values: peace, democracy, freedom, solidarity, equality, education, rights rights, women's rights, children's rights, cultural diversity, tolerance, social progress, learning to live together, peaceful resolution of conflicts, etc.

3-ApplicationsandchallengesofSRonchildprotection:

To study the impact of the SR of journalism on the protection of minors, which is the subject of this contribution, we are going to think about this responsibility on the scale of personal and professional ethics on the one hand, and with regard to taking into account the economic and commercial constraints or pressures of the media organization which can also enlighten us on the paradox of the application of this responsibility which can go against the very ideology which governs its exercise :

3.1Theethicalchallenges:

Deontology guides the journalist in the exercise of his profession, by defining the duties incumbent on him, in order to ensure and consolidate the right to information, which should be exercised freely but with responsibility (Bangre, 2008, p 847-857).

As for ethics, it addresses values rather than the observance of duties. Journalistic ethics, or the deontology of journalists, is a kind of code grouping together reference texts approved by the trade unions of the journalistic profession. The application of these rules guarantees freedom of expression and the fundamental right of citizens to receive true information and honest opinions.

The main characteristic of ethics lies in its objective, which is to lead the information professional to question the subjects he is dealing with and their consequences, positive or negative. In other words, it is about developing in the journalist the ability to make responsible decisions on their own (Pelissier, 2015).

. 3.2Internationalconventions:

In this sense, there are many reference texts relating to respect for private life, respect for the dignity of individuals, the refusal of unfair methods, the refusal to promote particular interests contrary to the general interest, but also the prohibition of all collusion and compromise. We can cite the most important (Bangre, 2008, p 847-857):

- the Universal Declaration of the Rights of Man and Citizen (1948)

- The Declaration of the Duties and Rights of Journalists, known as the "Munich Declaration" (1971).
- The UNESCO Declaration on the Media (1983).
- The Council of Europe Resolution on the Ethics of Journalism (1993).
- The Charter of Professional Ethics for Journalists (last amended in 2011).
- the Global Ethics Charter for Journalists of Tunis of June 12, 2019.

These universal conventions are considered as a source of inspiration for several countries and in particular Algeria in order to adapt these rules to the local social context and define the duties and the fundamental values which must be observed and respected in the exercise of the profession of journalism. , among which we can cite: objectivity, honesty and accuracy, impartiality, respect for the public, which includes respect for privacy and human dignity, for which standards of sobriety and integrity, fairness, independence, critical thinking, constant questioning, lucidity and vigilance, which lead to identifying and measuring the impact of his writings.

3.3. On the Arab and African level:

Efforts in this area are lagging far behind, given the history of our country and of several Arab and African countries, which reveals to us that it was in the wake of the colonizer that the media, in particular the press and the radio, were introduced, primarily to serve the information needs of the colonial administration. In terms of legislation and ethics, we can record the holding of several conferences on the African and Arab scale and the ratification of several conventions relating to the protection of children and the media, here are a few examples (Miloud, 2018, p 589 - 577):

- Arab Convention on the Rights of the Child (December 1984)
 - United Nations Convention on the Rights of the Child (1989)
- World Declaration for the Protection and Prosperity of Children (1990)
 - Arab Plan for Child Protection (1992)
- UNICEF Global Plan for Childhood Culture in the Arab World (1993).
 - "Children's rights media" symposium in Manila (Philippines) in 1996.
 - Conventions on the rights of the child of African countries in Accra (Ghana) in 1997.
- Arab framework for the rights of the child. Amman Jordan (2001)
- Charter of the United Nations (A world fit for children) 2002.
- 4th Arab symposium on the rights of the child. Marrakesh 2002
- Workshops for journalists against violence against children and the defense of their rights in the media. Cairo (2015).

.34 .In Algeria :

The protection of children from risks and threats from all sources, and in particular threats from potentially faulty media content and new technologies, has been reflected in Algeria's accession to the International Convention on the Rights of the Child. , but several other conventions quoted above did not see the participation of Algeria and in particular in the period of the decade 90 where the country rocked in inappropriate political and social conditions. Some other conventions in which the country has participated and ratified have remained a dead letter in terms of application given the unstable security and political conditions.

More recently, we can note two conventions in terms of child protection, one is under the aegis of Unesco and represents the application of the organization's plan for the protection of

4. socialization and media:

The term socialization is used by sociologists, social psychologists, and educationalists to refer to the process of learning one's culture and how to live within it. For the individual, it provides the resources necessary for acting and participating within their society. For the society, socialization is the means of maintaining cultural continuity (Socialization, Chapter 5, Introduction To Sociology, 2024)

Socialization begins when the individual is born. They enter a social environment where they meet parents and other caregivers. Without such human interaction, babies suffer. Essentially social beings, all people naturally engage in relationships with others, in the family, community, school, and so forth. Each of these environments functions as a socializing agent. The family, as the first environment, is the most significant; it can be seen as the "school of love," wherein humans first experience the love of parents, siblings, and later extended family. There, the adults impart their rules of social interaction on the children, by example and by reward and discipline. This provides the foundation for the young person to live as a social being in the wider society. The successful existence and development of a society, therefore, depends to a large extent upon the socialization that children receive in their home. (Mustafa Tatar, 2022)

Socialization is a formative process that continues throughout an individual's life, from birth to death. During this period, the individual acquires experiences, skills, knowledge, opinions, and values for the purpose of interacting with others. It is the fundamental social process through which an individual becomes integrated into a social group. This process is essential for the formation of the child's self and the development of his self-concept as a person through the acquisition of behaviors from others and their attitudes towards him by learning how to perform various social roles, which in turn leads to the emergence of the social self. (Socialization, Chapter 5, Introduction To Sociology, 2024)

5.ChildrenMediacontentstrategyinAlgeria:

The essential questions concerning cultural media products intended for children must be centered on the challenges of developing and developing methods of production and distribution of content intended for children, firstly via television, a medium that deserves to regain its place as the first informant and entertaining agent par excellence of society in general and of children in particular, it must focus more on more realistic questions with a view to establishing the principles of social responsibility with regard to children.

Algeria, like many Arab and African countries, has not failed to express its will and its obligation to protect children against any threat to their physical and mental health. But ethics in terms of protecting children from the effects of the media - which remains insufficient compared to the evolution of the audiovisual landscape - cannot lead to concrete results if it remains cloistered in a superficial framework and out of step with the reality of the Algerian society in general and the Algerian child in particular.

Indeed, until 2012, viewers had no choice but to watch the ENTV (public channel), and in this time of the single channel, several entertainment programs were able to attract the attention and interest of more than a generation until the beginning of the 90s marking the beginning of a period of social and political destabilization and contributing to the regression of all production of all kinds, and since the promulgation in February 2012 of the law on the liberalization of audiovisual which put an end to five decades of state monopoly, private channels have multiplied (45 in total in addition to the creation of several other public thematic channels).

But a quick review of the audiovisual media landscape in Algeria reveals that of the 45 operating private channels, none is under Algerian law (thus the companies are domiciled abroad in Lebanon, Jordan or even Great Britain in particular), fault application of the legislative texts regulating this landscape. As a result, only seven (07) channels are officially accredited by the Ministry of Communication while all the others operate in a gray area (Alilat, 2015), an informal environment through which all actions are possible; in accordance with the Information Act 2012 and the Penal Code, which define the abuses of media bodies subject to sanctions; such as contempt of the leader and the symbols of the state, but several other slippages which are part of the daily exercise of a journalist are again not specified, yet the pressures and sanctions can come from several directions (government, justice ..) they mainly concern the editorial lines which oppose the authorities which represent unwritten red lines but not to be exceeded..

6.Conclusion :

Socialization involves the care and development of a person within their social environment and daily surroundings. It transforms a human—an organic entity—into a social individual capable of interacting and integrating smoothly with other members of society. Through this process, children acquire the moral judgment and self-discipline necessary to become mature, responsible members of their community. According to the social concept, socialization is merely the training of individuals for their future roles so that they become active members of society, learning the social values, customs, traditions, and norms that prevail within the community. This helps achieve harmony between individuals and the social standards and laws, ultimately leading to the creation of solidarity and cohesion within society.

Socialization is a process of learning, teaching, and upbringing based on social interaction. It aims to equip the individual (from childhood to adolescence, adulthood, and old age) with the behaviors, standards, and attitudes appropriate to certain social roles. This enables the individual to keep pace with their community, achieve social harmony, acquire social traits, and integrate into social life.

Numerous entities contribute to the process of socialization, such as the family, school, peers, and others. However, the family is undoubtedly the most important, as it is the first human society in which the child lives. The family uniquely shapes the child's personality during the crucial early years of life that are instrumental in building character.

Socialization is an ongoing process that shapes an individual from birth and prepares them for future social life, where they will interact with others within their family. It is one of the most influential processes on children at various stages of their lives, as it plays a fundamental role in forming and integrating their personalities. Socialization is a form of learning through which children acquire the customs, traditions, attitudes, and values prevalent in the social environment they inhabit.

It is the education and guidance of an individual, the supervision of their behavior, the teaching of the group's language, and their adaptation to the group's customs, traditions, and way of life. It involves teaching them to respond to the group's specific influences, be content with its judgments, and follow the framework that the group approves to achieve the goals they believe in. This enables the individual to become part of the group, to not stray from it, to think like them, to feel as they do, and to experience what they experience, ultimately becoming one of them.

It is the process through which an individual from a new generation learns how to behave in various social situations based on what the society they are brought up in expects from them. The society defines itself within the general framework. The social dimension of socialization differs from the psychological dimension; the social aspect is related to social phenomena such as division and social conflict, while the psychological aspect is related to human tendencies and attitudes.

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