



Socialization of childhood through the media

.... Radio is a model.

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Abstract ;

Children's programs on the radio receive significant attention in both state and government-run broadcasting stations worldwide. This interest can be explained by two key factors. First, children represent the future of nations and societies. Second, radio can play a crucial and influential role alongside other social institutions involved in children social upbringing, such as the family, mosque, community organizations, schools, mass media, and other reference groups like friends and peers. Based on the above mentioned, both local and national radio stations dedicate a range of programs specifically designed for children, focusing on their social upbringing. These programs are carefully considered, planned, executed, and evaluated according to scientific, ethical, educational, and psychological standards. All of these efforts aim to achieve a single overarching goal: the proper social development of children in all its dimensions, forms, and levels.

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1. **Introduction**

The concept of socialization has received significant attention across various fields of knowledge, including sociology, anthropology, and psychology, as well as in dictionaries and encyclopedias. Additionally, numerous social, psychological, and educational studies and research have explored this concept. Therefore, it can be said that socialization cannot be fully comprehended in a single study or article. Notably, there is no single, comprehensive definition of this process, as it is one of the social science processes that is relative and subject to change over time and across different contexts. Socialization is fundamentally related to humans in their social context (1). However, an operational definition of this concept can be provided.

Socialization is the process of transforming an individual from a biological being into a social individual through social interaction. Through this process, the individual acquires behaviors, norms, values, and attitudes that contribute to shaping their personality and facilitating their integration into social life. Socialization is an ongoing process that begins in childhood, continues through adolescence and adulthood, and extends into old age. It encompasses all socialization methods that play a crucial role in shaping or disrupting an individual's personality from psychological and social perspectives. In

this sense, socialization is considered a fundamental process in human life, as it involves interaction between the individual's innate predispositions and their social environment. This interaction enables the gradual development of personality and integration into society within a cultural framework that the individual upholds and adheres to it (2). As civilization advances, individuals require more socialization. It is essential because it does not end with childhood but continues throughout life, including old age. Furthermore, it includes all methods that may contribute to shaping or failing to shape an individual's personality.

Here, we can highlight several objectives that socialization aims to achieve, including:

- An individual is not born socially adapted. Through socialization, they acquire social characteristics, preserve their natural disposition, and express their true humanity. Socialization aims to transform an individual from a mere biological being into a person with human-like behavior and conduct. It also enables an individual to transition from a dependent child who cannot meet their basic needs into a socially responsible person.
- Socialization seeks to instill the culture of society in an individual's personality. The relationship between culture and socialization is both strong

and reciprocal, as each influences and is influenced by the other. One of the most prominent functions of socialization is its ability to preserve a society's culture and transmit it from one generation to another. Since individuals are born with a set of inherited traits and abilities that determine their physical appearance and cognitive skills, socialization refines these abilities. It can either foster and develop them for the benefit of both the individual and society or hinder them, turning them into obstacles rather than constructive elements. Through socialization, an individual acquires the values of their community, learns the distinction between right and wrong, permissible and forbidden, and thus forms their perception of life and society (3).

- Every society has a set of systems that its members follow, adhering to them after their effectiveness in solving problems and facilitating life has been proven. During the process of identity selection, individuals who consume foods or drinks prohibited by society, its systems, or religious beliefs, for example, may become socially rejected and undesirable.
- Every society strives to instill different types of ambition in its members in a way that aligns with each individual's personality. In

ancient societies, for example, a primitive worker aimed to instill in his children the desire to become skilled workers during the week and to be disciplined and regular attendees of places of worship at designated times.

- The concept of identity and ambition in modern societies differs from that in ancient ones, as it is no longer solely based on parental aspirations derived from ethnic origins. Today, children have multiple choices, and their upbringing and adaptation depend on their ambitions and identities, according to their educational and professional needs, as well as their parents' identity and aspirations.
- Each society possesses unique cultural characteristics that distinguish it from others. Members of a society share a common language, traditions, customs, values, norms, and behavioral patterns. Socialization instills these elements in children, using education in its broadest sense as a means to prepare socially responsible and ideal citizens who belong to the culture of their society and nation.
- Socialization aims to help individuals adopt the prevailing behavioral patterns of their society, so they embody the values and norms embraced by their community. These

become their personal values and standards, guiding their behavior in a way that ensures psychological adjustment and social adaptation (4).

- In traditional societies, one of the objectives of socialization is to discipline children, ensuring the preservation of the social structure, which often leans toward patriarchal tendencies. This includes fostering relationships of respect, particularly obedience to parents. Within this framework, behavioral norms are established, and elders strongly desire to instill good manners in children, making them develop a sense of obedience and respect toward their elders.
- Socialization seeks to enforce social control on society as a whole and ensure adherence to its rules and values. This can only be achieved when individuals adopt the values and culture of their group through the process of socialization, which facilitates the transmission of a society's culture to its members.
- Socialization aims to create and prepare a responsible citizen capable of facing life's challenges and contributing positively to society's development and prosperity (5).

Thus, the experiences a child receives in their early years within the family play a fundamental and lasting role in shaping

their future. At this stage, the child is still inexperienced, easily molded, and physically adaptable. The fate of every child depends on the family's ability to develop a well-rounded, independent personality that aligns with the child's physical, intellectual, and emotional capabilities. The family serves as the primary environment where the child grows and takes their first steps in the most crucial educational process of their life—socialization. Therefore, the way we interact with our children and address their problems has a significant and lasting impact on our relationships with them and on shaping their future paths.

Socialization varies from one society to another, from one era to another, and even within the same society. Recent studies emphasize that a child's personality and psychological well-being are strongly influenced by the nature of parental socialization and the dominant parenting styles within the home (6).

The key characteristics of socialization can be summarized as follows:

- Socialization is a form of social learning through which individuals acquire their social roles and the norms that define these roles via social interaction. They develop attitudes and behavioral patterns accepted and endorsed by their community.
- Socialization does not follow a single, rigid pattern; rather, it varies

based on the environment and society. This variation arises from multiple influencing factors, such as cultural differences (rural vs. urban, nomadic vs. settled communities), family-related aspects (social, economic, and cultural status), family size, birth order, parental attitudes toward child-rearing, and many other factors (7).

- Socialization is a process of development and transformation in which an individual evolves from a biological being, reliant on others to fulfill basic needs, into a socially aware person who follows societal norms while satisfying their needs. This process fosters independence and instills a sense of responsibility toward oneself and others.
- Socialization continues throughout life but is particularly crucial during childhood and adolescence. These are periods of rapid change when an individual's personality takes shape. It is also a form of social learning through which individuals acquire social roles that help them adapt to their social environment. Socialization varies depending on social class and subculture.
- Multiple Methods of Socialization: Various methods shape individual behavior in socialization, including direct instruction, observation, imitation, persuasion, reward and punishment, and role modeling. Socialization is both an individual and psychological process, in addition to being a social one (8).
- Socialization is a developmental process through which an individual transitions from a dependent, self-centered child focused solely on fulfilling physiological needs into a mature person who understands and assumes social responsibility, values individuality and independence, controls emotions, and satisfies needs in accordance with social norms.
- A Social and Psychological Process: Socialization is not only a psychological and individual process but also a social one. It helps individuals acquire essential social experiences that contribute to group cohesion and stability. This process is continuous, extending beyond childhood and adolescence into adulthood, old age, and even until death.

- Socialization involves interaction and change. Through interactions with members of a group, individuals both receive and contribute to the shaping of social norms, roles, and psychological attitudes. It is a complex and multifaceted process that employs various methods and strategies to transform a child from a biological being into a social one.
- The success of socialization depends on individual differences. The interaction between an individual's innate predispositions and their social and material environment determines how well they adopt societal norms and values (9).

Institutions of Socialization

1. The Family: The family is the primary and most influential institution in a child's socialization process. It serves as the first environment where a child learns cultural norms, values, and behaviors. A family is a group of individuals bound by biological, psychological, social, economic, and legal ties, forming the foundation of society. Unlike other institutions, the family is unique in its role as both a nurturing unit and a producer of new members for the community. Relationships within the family are deeply emotional, providing children with physical, cognitive, psychological, and social development. Studies indicate that nearly 50% of a child's cognitive growth

occurs within the first four years of life at home.

Parental upbringing is influenced by various factors, including the child's gender, birth order, parental personalities, age, family size, economic status, education level, and cultural values. Effective socialization within the family extends beyond providing basic needs like food and clothing; it involves instilling values, ethics, and behavioral norms. While external influences such as educational institutions and media contribute to socialization, the family remains the primary source of love and emotional support, which are as essential as basic physical needs (10).

2. Educational Institutions: Schools play the second most crucial role in shaping children's social behavior, knowledge, and professional skills. They provide a structured environment where children from diverse backgrounds interact and develop intellectual and social competencies. Schools also contribute to political and cultural socialization by fostering a sense of shared identity and preparing individuals for civic responsibilities.

Education is intended to refine talents, enhance skills, and encourage creativity. However, in many modern educational systems—both Eastern and Western—there is criticism that schools focus more on competition and continuous assessment rather than holistic development. Frequent

testing and evaluation may shape students' self-perceptions, sometimes reinforcing the belief that high grades equate to intelligence, while lower grades lead to self-doubt. In reality, academic performance is often influenced by different cognitive strengths rather than just intelligence alone (11).

3. Sports Institutions: Sports clubs, training centers, and athletic academies contribute significantly to socialization by fostering teamwork, discipline, honesty, and national pride. These institutions help identify and nurture individual talents, develop leadership skills, and promote physical and mental well-being. Engaging in sports instills respect for rules and regulations, builds social connections, and encourages fair competition. Through various activities, individuals learn essential life skills such as perseverance, cooperation, and responsibility (12).

4. Religious Institutions: Religion plays a fundamental role in shaping social values and moral behaviors. Religious institutions, such as mosques, churches, synagogues, and temples, influence individuals through spiritual teachings and ethical guidance. These teachings shape not only personal beliefs but also societal norms, economic perspectives, historical narratives, and cultural traditions.

In many societies, particularly in Islamic, Christian, and Jewish communities, religious institutions hold significant

authority over education, family values, and media influences. In Muslim-majority countries, for instance, religious teachings are often intertwined with social and legal frameworks, ensuring that societal norms align with religious principles. Similarly, Jewish institutions emphasize cultural identity through religious rituals, while the Vatican influences European perspectives on global issues. These institutions play a key role in unifying social behaviors, reinforcing ethical standards, and promoting collective identity (13).

5. Mass Media: Mass media—including books, newspapers, radio, television, films, and digital platforms—have become powerful agents of socialization. These mediums provide vast amounts of information and shape public opinions, attitudes, and behaviors. For children and adolescents, media exposure plays a critical role in identity formation and value adoption.

Due to its widespread reach, media has a profound influence, often shaping young minds by reinforcing specific worldviews and cultural norms. However, media consumption also presents challenges. When media messages conflict with family or societal values, they can create internal struggles and cultural tensions. In today's interconnected world, exposure to diverse cultural perspectives through media has led to a complex landscape of value integration and adaptation (14).

The Social Role of Radio

Radio, with its distinctive characteristics, plays an important role among the means of socialization, as it has a strong impact on individuals/listeners, particularly in providing them with various forms of knowledge and experience, reinforcing desirable behavioral patterns, and promoting the prevailing values in society.

As for children, radio, through its diverse programs, presents them with specific social situations and relationships, teaching them how to deal with such situations in their real lives, both now and in the future. While some may argue that the lack of visual elements in radio is a disadvantage compared to television or cinema, it can also be seen as an advantage, especially in the field of education. The absence of visual elements allows the young listener to focus more on the spoken word and the broadcasted content, leading to greater engagement and deeper comprehension.

However, this does not mean overlooking the need for the broadcasted cultural content to be clear in its expressions and ideas, use simplified vocabulary, and be delivered at a slow pace to match children's relative ability to understand and follow along. This is particularly important since listeners cannot pause or ask the speaker for clarification, as they would in face-to-face interactions (15).

Building on the knowledge and fundamental concepts that children acquire at school, radio programs for children aim to enhance their cognitive understanding, foster interest in science and its applications, and encourage further reading and exploration.

A program titled "Journeys into the World of Knowledge" could be designed to achieve this goal by featuring well-known figures in the fields of science and art. Additionally, programs could be created where children engage in discussions with older and more educated peers about important and meaningful topics such as the true essence of a good citizen, love for one's homeland, the purpose of life, healthy social interactions, future aspirations, and combating negative traits like complacency and apathy.

In this context, radio stations worldwide dedicate special programs for children—whether educational, entertaining, or instructional—aimed at instilling positive social values and norms. This focus stems from the recognition that childhood represents the future. Radio can play a fundamental role alongside the family, school, and other media in comprehensive education and socialization. These programs contribute to shaping children's personalities, enhancing their linguistic skills and cultural awareness, and broadening their perspectives. They also help expand children's social interactions by introducing them to new social

horizons through diverse experiences and different behaviors portrayed by various characters—both positive and negative. These characters, with their traits and situations, are designed to align with the child's age and level of cognitive and psychological maturity, allowing them to engage with, follow, and absorb the intellectual and behavioral messages presented (16).

The role of radio in the educational and instructional process becomes particularly evident when it presents academic curricula in an advanced manner, making scientific facts easier to comprehend by using methods different from those employed in the classroom. Radio can fulfill its educational role by providing students with opportunities to participate in radio production, present programs, and freely critique them. Through its educational programs, radio helps instill religious and moral values in children's minds, correct their behaviors, strengthen their connection to their homeland, reinforce their ties to their social environment and surroundings, and encourage them to preserve it. Given its unique qualities that enable it to support students in their schooling, many Western and Arab countries have established school radio stations to enhance the learning experience (17).

A large number of researchers and scholars have developed classifications for

the effects and objectives of mass media. In this context, we present the most important classifications established by the American researcher Joseph T. Klapper, who indicated that the influence of mass media is limited concerning any given topic. Any message intended to influence may:

- Create opinions or attitudes among individuals who previously had none regarding the subject.
- Reinforce (increase or support) existing attitudes.
- Reduce the intensity of existing attitudes without necessarily causing an actual shift.
- Cause individuals to change in the opposite direction of their previously held beliefs.
- Have no effect at all, at least from a theoretical standpoint (18).

The key psychological and social methods used by mass media in the socialization process can be summarized as follows:

Repetition: Like general mass media, children's media rely on creating a certain impact by repeatedly presenting specific relationships, characters, ideas, and images. Such repetition helps children learn many things about life and their society.

Attractiveness: The effectiveness of repetition is enhanced by the variety of techniques used to engage children with mass media.

Encouraging Participation: Some media outlets invite children to actively participate, either by writing or drawing to express their opinions or solve a specific problem. This method may be linked to rewarding the child or fulfilling a wish, even if it is as simple as mentioning their name or publishing their picture.

Presenting Role Models: These models can be individuals who embody specific behaviors, particularly those holding prestigious positions in society, thereby providing children with positive role models to emulate. (19)

From this, it becomes clear how significant the role of mass media is in the socialization process of individuals. It can be considered one of the most influential social institutions after the family, as it has the power to either effectively promote and reinforce moral and human values or undermine the very foundations of society's ethical and moral structures. This aligns with the view that media greatly impact the upbringing and behavior of younger generations—if the quality of media content is poor, it can have a harmful effect on overall standards and morals. (20)

Specifications and Objectives of Radio Programs for Children

When information, humor, news, stories, and competitions are presented within a well-structured framework and in simple, easy-to-understand language, a radio program is created that captures a child's attention and influences them. Literary skill, general taste, and the use of acceptable artistic formats are crucial factors for the success of a children's radio program. Such a program should possess the following characteristics:

- **Clarity and conciseness:** To prevent mental and psychological fatigue in children, as complex and lengthy media content can overwhelm their minds.
- **Use of distinctive and engaging music,** especially in the program's introduction (theme music), along with songs specifically designed for children, with meaningful content and a simple structure.
- **Program unity and coherence** in its segments.
- **Balance between content and format,** ensuring alignment with the child's linguistic proficiency, cognitive development, emotional state, and social maturity.
- **Providing accurate and reliable information** using artistic techniques that bring the script to life and airing the program at suitable times to reach the largest number of children.

- Using sincere, expressive, and realistic characters, as children have a keen ability to discern authenticity.
- Offering entertainment and enjoyment alongside education, intellectual stimulation, and experiential learning in a compelling and engaging manner.

No matter how valuable or well-produced a children's radio program may be, it should never remain fixed in a single form or structure. Continuous development in both content and format is essential to keep up with social and technological changes in society. (21)

Objectives of Children's Radio Programs

Children's radio programs aim to achieve various educational goals, including:

- **Linguistic Objectives:** These programs seek to enhance language skills, expand vocabulary, enrich children's imagination, introduce literary genres, and develop their expressive ability, fluency, and smoothness in speech.
- **Cognitive and Intellectual Objectives:** They aim to develop children's knowledge, critical thinking, and cognitive abilities, including understanding relationships, analyzing and evaluating ideas, and linking causes to effects. Additionally, they encourage curiosity, research,

exploration, memorization skills, and broaden children's cultural awareness, enabling them to engage in discussions and critique others' viewpoints.

- **Moral and Social Objectives:** These programs aim to instill positive values, eliminate negative behaviors, cultivate virtues, refine children's conduct, and guide them toward socially accepted attitudes and behaviors.
- **Psychological and Emotional Objectives:** They help children express themselves, stimulate their emotions, discover and develop literary talents, foster a love for reading, and encourage engagement with quality literature. By guiding children to make productive use of their free time, these programs encourage them to explore valuable literary works.
- **Educational Objectives:** As powerful tools for conveying ideas and information, media programs can complement school subjects by selecting specific topics and presenting them to young listeners. However, this does not mean that radio programs should become school textbooks; rather, they can creatively adapt educational content into stories and plays, particularly those related to historical events, science, and notable scholars.

- Aesthetic Objectives: These programs seek to develop children's artistic and aesthetic appreciation, enabling them to distinguish between high-quality and poor content. They also nurture talents, refine character, and promote positive interactions with others.
- Entertainment Objectives: To prevent children's minds from being overloaded with rigid information, these programs incorporate a light and entertaining format filled with humor, smiles, and fun, ensuring an enjoyable and engaging listening experience. (22)

Laila Karam El-Din adds a set of elements that contribute to fulfilling and developing children's psychological needs through children's programs, including:

- The necessity of considering children's characteristics, as well as their linguistic, cognitive, social, and emotional development stages, along with their needs and interests at different ages.
- Ensuring that children experience joy, happiness, and entertainment while also learning and gaining knowledge whenever possible—through play, fun, and humor—while avoiding direct preaching.
- Ensuring that children play an active role and participate in the programs they are presented with, rather than

being passive recipients, except in minimal cases.

- Programs should stimulate and nurture children's natural curiosity and eagerness to explore.
- The aesthetic and formal aspects of children's programs should be carefully considered, offering visually appealing colors and pleasant, sophisticated sounds that enhance children's artistic appreciation and aesthetic sensitivity.
- Ensuring that programs do not encourage aggression or excessive hyperactivity in children.
- Producing outdoor programs that take children into their surrounding environment and broader society to enhance their experiences and expand their knowledge.
- Creating content that addresses children's needs, problems, and issues across various cultural settings and socioeconomic classes in the Arab world.
- Valuing children's opinions on the programs they watch and considering their feedback in the planning, production, and presentation of children's programs.
- Preparing children for the future by helping them engage with and

adapt to modern technology through well-designed programs.

- Ensuring that programs foster children's sense of belonging to their nations, culture, and civilization while also providing enjoyment, education, socialization, and development for the challenges of the future. (23)

Writing and Producing Radio Programs for Children:

Writing for children—considered one of the most challenging forms of writing—requires not only specialized artistic skills but also a deep understanding of child psychology. A writer must be well-versed in how children interact with communication media in general and radio in particular. This includes understanding how children engage with programs, their motivations for listening, why they prefer one program over another, and what influences them when exposed to certain content.

From this perspective, it is essential to discuss key issues related to the fundamentals of writing for children, which serve as a guide for writers specializing in children's radio programs. These key issues include:

The Nature of the Relationship Between Children and Radio – This relationship helps us understand how children use

radio, the conditions under which they listen, and how radio content affects them or why it may fail to do so.

The Psychological Characteristics of Childhood – Understanding these characteristics enables us to design effective children's radio programs based on their sensory-motor, cognitive, emotional, and social development at different age stages.

The Characteristics of Children's Programs and Key Considerations in Scriptwriting – These factors must be carefully observed when preparing and writing content for children's radio programs. (24)

The relationship between children and radio is not a one-way interaction, as some may assume. Rather, it is a reciprocal relationship in which the radio seeks to attract the child, while the child actively selects and chooses the information and ideas that appeal to them. This relationship does not arise in isolation or function in a vacuum; instead, it develops and operates within specific conditions and under the influence of various other factors. These factors—including the family, school, and other communication media such as newspapers, cinema, books, and theater—also play a role in shaping the child's beliefs, thoughts, and behavior. (25)

Those responsible for preparing radio programs for children focus on essential elements that must be taken into account to ensure the success of these programs, allowing them to fulfill their role and achieve their objectives. Among these key elements are preparation, presentation, content (scientific material), language, and stages of linguistic development.

Regarding program preparation, writing for children's radio programs should be undertaken by specialized writers. However, this does not necessarily mean that they must be experts in Arabic language, psychology, or education. While such expertise can be beneficial, it is not a strict requirement. What is more important is experience, close engagement with children, familiarity with their experiences, and an understanding of their interests, preferences, abilities, and developmental characteristics.

A writer for children's radio programs should be well-read, knowledgeable, and have diverse experiences in children's literature and media. This ensures they can create content that both engages and benefits young listeners, ultimately helping the program achieve its intended goals. (26)

Regarding presentation, the voice of the radio program host for children should be familiar and pleasant, making children feel a sense of closeness. The presenter should have the ability to use child-friendly

vocabulary that captures their attention and encourages them to listen attentively.

Since the radio host primarily relies on language to communicate with the audience, their vocal tools must be flawless, free from speech defects, and possess a suitable level of appeal. Their tone should convey warmth and friendliness, which can only be achieved if the host genuinely loves children and enjoys engaging with them.

Additionally, the host's delivery must consider the age of the audience. The pace should be slow enough for younger children to grasp the intended meanings, while the speed can increase as the target audience grows older. (27)

Regarding artistic direction, it can be said that children's radio programs require technical skills that captivate young listeners. A well-prepared script and an engaging presenter alone may not be enough to reach children or achieve the intended objectives if the artistic direction is lacking.

Creating successful children's programs requires structuring and organizing segments in a logical way that maintains excitement and encourages continued listening. This includes using children's favorite songs at various points in the program and incorporating sound effects to enhance the delivery of scientific content.

As for the program's content, it must align with children's cognitive and emotional levels, their experiences at each stage of development, their linguistic and intellectual abilities, and their interests and preferences. Additionally, it should aim to refine their talents and nurture their creativity. (28)

The general features of children's radio programs, in terms of form, content, and production, can be summarized as follows:

1- Form:

These features include:

Using engaging and stimulating techniques that are objectively appealing.

Aligning the style and ideas with the child's literary and cognitive abilities.

Keeping the content concise and using short, simple, and easily understood sentences.

Ensuring the material is appropriate for the age group the program targets.

Using simplified Modern Standard Arabic, as it is an essential part of the child's cultural identity.

Ensuring that auditory imagery is engaging, logically sequenced, and free of contradictions.

2- Content:

The general features of children's programs in terms of content include:

Keeping the material brief and engaging.

Ensuring the goals and values embedded in the content are clear, so children can grasp them independently.

Making the content simple, engaging, realistic, and logically structured.

Avoiding myths, exaggeration, and supernatural elements.

Adding a touch of humor to the program.

Other essential considerations include:

The child's cognitive and emotional development.

Previously acquired experiences.

Linguistic and intellectual abilities.

Interests, preferences, and diverse talents.

The content is delivered through language, which serves as the primary tool to reach the child's ears and, ultimately, their mind. It is also the main means of social adaptation.

A simple and clear message should be accompanied by straightforward language, free from unfamiliar words and complex structures. It is crucial to understand the different stages of a child's linguistic development.

3- Production:

Children's radio programs require a specialized director with a strong sense of artistic direction, patience in dealing with children, and extensive experience in selecting appropriate music and sound effects. The director is responsible for transforming the written material into spoken words and sounds, bringing the script to life and turning it into a captivating and engaging auditory experience.

Artistic direction plays a crucial role in determining the quality of a radio program. Even if the script is well-prepared, its effectiveness depends on how it is presented, along with the skillful use of music and sound effects. A well-directed program immerses children in an exciting and engaging auditory world that keeps them eager to listen. (29)

Distributing and structuring the program's segments in a logical and engaging way, as well as knowing how to incorporate music and songs within these segments, allows the child's mind to rest briefly, enabling them to continue absorbing information. Sound effects help clarify dialogue and stimulate the child's imagination, but they should be used in moderation—overuse may distract the child from the intended message of the dialogue.

Directing a children's radio program requires the creation of mental imagery, as

radio relies solely on the sense of hearing. Therefore, the director must create a vivid mental picture for the child. Radio, as a medium, encourages imagination and critical thinking. It is well known that radio not only captures the listener's attention but also engages their imagination.

Through songs broadcast in the program, children can learn national, social, moral, and environmental values, as well as scientific, mathematical, and general knowledge concepts, among others. (30)

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