

The Effects of Musical Elements in Mass Media and Internet on the Social Development of Children and Adolescents

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Abstract

In this qualitative study, musical elements in mass media and internet mostly intended to children and adolescents, were examined in the context of the dimensions of the social development of them in a general approach, through scientific literature and written, audio, visual and audio-visual documents regarding mass media and internet. Purpose of this study is to search for the different effects of various usage ways and dimensions of musical elements, in mass media and internet, on children and adolescents, in the context of social development. The findings are in general; musical elements in mass media and internet is absorbed, decoded and/or consumed socially by many kinds of indirect/direct ways. The social elements (identity, gender roles, membership, etc.) and physical expressions (ornamentation, dressing, hair style, etc.) have been taught to these age groups, also through the agency of various usage ways of music in mass media and internet that have mutual relationship with advertisement, entertainment and music business. By musical elements in mass media and internet, children not only learn, how to communicate to peers and/or other age groups, but also gain different types of social habits. Adolescents have also used mass media and internet for socializing through musical elements and most of (popular) mass genres indicate also important ethnic, religious, racial, economical, political codes, physical expression styles, which are mostly included directly /indirectly in music videos, music programs and advertisements may be effective elements on the social development of these age groups.

Key words: Music, Mass media, Internet, Social development, Children, Adolescents

Özet

Bu nitel araştırmada, bilimsel literatür ve kitle iletişim araçları ve interneti ilgilendiren yazılı, işitsel, görsel ve görsel-işitsel belgeler üzerinden kitle iletişiminde ve internette yer alan ve çoğunlukla çocuklara ve adolesanlara yönelik olan, müziksel unsurlar yine bu grubun sosyal gelişimleri bağlamında genel bir bakış açısıyla çalışılmıştır. Bu çalışmanın amacı ise kitle iletişim araçlarındaki ve internetteki müziksel unsurların çeşitli kullanım yolları ve boyutlarının çocukların ve adolesanların sosyal gelişimleri üzerindeki farklı etkilerini araştırmaktır. Bulgular ise genel olarak şu şekildedir; kitle iletişim araçları ve internette yer alan müziksel unsurların bir çok dolaylı/dolaysız yolla sosyal olarak absorbe edildiği, kod çözümlerinin yapıldığı ve/veya tüketildiği görülmektedir. Sosyal unsurlar (kimlik, cinsiyet rolleri, üyelik, vb.) ve fiziksel dışavurumlar (süslenme, giyim, saç şekli, vb.) bu yaş gruplarına, aynı zamanda reklamcılık, eğlence ve müzik sektörlerine mutual bir ilişkide bulunan kitle iletişim araçları ve internet içerisindeki müziksel unsurların çeşitli kullanımları vasıtasıyla da öğretilmektedir. Kitle iletişim araçlarındaki ve internetteki müziksel unsurlarla çocuklar sadece ailesiyle, akran ve diğer yaş gruplarıyla ne şekilde iletişim kuracağını öğrenmez, aynı zamanda farklı sosyal alışkanlıklar da kazanırlar. Adoselanlar, kitle iletişimini ve interneti müziksel unsurlar vasıtasıyla sosyalleşmek için de kullanmakta ve çoğu (popüler) müzik türleri ve dolaysız / dolaylı şekilde müzik videoları, müzik programları ve reklamlar içerisinde yer alan önemli etnik, dinsel, ırksal, ekonomik, politik kodlar ve fiziksel dışavurum şekilleri bu yaş gruplarının sosyal gelişimleri üzerinde etkili olabilecek unsurlardır.

Anahtar kelimeler: Müzik, Kitle iletişim araçları, Sosyal gelişim, Çocuklar, Adolesanlar

INTRODUCTION

Music and (social, anthropological, aesthetical, etc.) components of it in life have been a large tool for socio-cultural studies. Education and especially the infomal education indicate the socially indirectly/directly shaping effects of musical elements. People mostly use music and its components to interact with others, to express themselves, to shape and maintain group conciousness from the view of social perspective.

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Today -may be with some exceptions- there is no society, members of which aren't being effected socially by mass media and internet. New technologies have directly entered to human life and individuals have rapidly consumed and used them. Due to technological improvements, written, visual, audio and audio-visual mass media, internet and related social mechanisms have renewed themselves. Kaemmer (1993) states that, sometimes communicating through music is a way of publicly dissminating information (p.156).

Black and Bryant (1995) indicate transmission and interaction models of communication;

The transmission model of communication suggests that communication is means for moving or transmitting ideas and information from one person (sender) to another (receiver). Transmission models are particularly helpful if you are examining the physical and mechanical processes by which radio or television programming is produced and distributed. In contrast, the interaction model of communication posits that communication is fundamentally symbol sharing. This view does not rely on the notion of senders or receivers but assumes that our needs and efforts to achieve social coordination are the focal points of interest (p.45).

Music has been used for aesthetical, sociological, psychological, educational, political and etc. purposes by societies, institutions and as Kaemmer (1993) indicates, the sociocultural matrix influences not only the musicians, but all the members of the society and a group's ongoing musical practices are the result of the experiences of the performers, audience, agents, and critics as they grow from babyhood to adulthood (p.75). Music has also been one of the very important components of advertisements, soap-operas, sitcoms, competition programs in mass media. Different socio-cultural groups watch/consume same programs and individuals try to adopt themselves to new conditions according as their economical, cultural and aesthetical conditions. There are important connections between the concepts of culture, education, and media. Giddens (1996) indicates these connections;

There are close connections between the rise of media and the development of modern systems of mass education (p.320). The mass media and popular culture might often also cross-cut the goals of formal schooling and for instance perhaps literacy and other educational skills are beginning to slump now that television and other forms of electronic media play such a large part in our lives (p.321).

Kaemmer (1993) states that, music often serves as an acceptable channel of communication in a situation where open criticism or complaint would be unacceptable and traditions of improvising music and lyrics enable performers to make personal comments on events as they are occurring (p.156-157).

In our daily life the social environment have mostly been characterized by mass media and internet which have also used musical elements and directly/indirectly for many economical, psychological, political and socio-cultural purposes. Popular culture and popular musics and related elements may have different/same effects on different age groups with same (kind of) music programs and web sites. Beyond many definitions of it, Beard and Gloag (2005) argue that "popular music" is a term that describes music that achieves a sense of popularity or strives to be popular and it's often use interchangeably wit its abbreviation 'pop' and associated term 'rock' (p.133). And it's argued that popular music has evolved as a generalization that encompasses multifarious musical styles and practices, much of which can be seen to be situated with in a commercially driven entertainment-based industry (Beard and Gloag, 2005, p.133). On the other hand it has to be added that mass media and internet are consisted of many genres of music with a wide range of local and global forms.

Green (2003) states that, children from all social classes in many countries are generally far more interested in various types of popular music than in classical music, and

many children especially from working-class backgrounds, come from families that do not consider classical music to be especially valuable (p.267). Radio and television broadcasting have indicated many kinds of (popular) music genres, performance practices, and contexts related to musical elements. In this context, the concepts of enculturation (as one of the important keywords of education) and musical enculturation is important;

Enculturation, briefly, is a term which means the development, through the influences of members of a society, of patterns of behavior in children or outsiders that conform to the standards deemed appropriate by the culture. Enculturation or "socialization" as it is often called, incorporates all means of learning of behavioral patterns. Musical enculturation includes all forms of acquisition of increasing awareness of a specific society's musical sound, behavior, music appreciation and comprehension. Within this concept, one may point to more formalized methods of learning, such as schooling, which includes all forms of intentional instruction and education, which includes instruction given by individuals recognized as specialists- removed usually some distance from the student's home and located in specifically named place. While all music learning involves enculturation, only some may involve schooling or education (Herndon and McLeod, 1993, p.53).

The sameness of consumption/production, listening/offering, sharing styles of popular musics by especially young generation can directly be observed. Individuals (from any age groups) are not only listeners of musics or audiences of music programs but they also express themselves and socialize with musical elements. Today internet and its relationship to other electronic social devices are characterized by mostly, popularized needs and opportunities. Electronic devices as "tablets", "gsm telephones", "personal media players", and etc. have been used for sharing/listening/watching/consuming musical elements by different age groups.

Purpose of study

Purpose of this study is to search for the different effects of various usage ways and dimensions of musical elements, in mass media and internet, on children and adolescents in the context of social development. Problem statement of this study is "What are the effects of musical elements, in mass media and internet, on the social development of children and adolescents?"

Sub-problem statements are:

1. What are the effects of musical elements, in mass media and internet, on the social development of children?
2. What are the effects of musical elements, in mass media and internet, on the social development of adolescents?

METHOD

In this qualitative study, musical elements in mass media and internet mostly intended to children and adolescents were examined in the context of the social development in a general approach, through, musicology, social psychology, social anthropology, sociology literature and studies on mass media and communication and written, audio, visual and audio-visual documents regarding mass media and internet.

FINDINGS

Findings of this study are given in the direction of two sub-problems indicated above.

1.What are the effects of musical elements, in mass media and internet, on the social development of children?

In this context, children and family, parents, school, peer groups, social environment relationships in the context of musical elements in mass media and internet in connection

with social development were focused on. Zastrow and Kirst-Ashmen (2007) indicate important connections between social environment with socialization;

The social environment involves the conditions, circumstances, and human interactions that encompass human beings. Individuals must have effective interactions with this environment in order to survive and thrive. The social environment also includes the individuals, groups, organizations, and systems which in a person comes into contact, including family, friends, work groups, and governments (p.18).

According to Tischler (1993), in all societies, however, the family does serve the basic social functions of regulating sexual behavior, patterning reproduction, organizing production and consumption, socializing children, providing care and protection, providing social status (p.243-244). And Tischler (1993) indicates importance of family in children's life;

For young children in most societies-and certainly in American society- the family is the primary world for the first few years of life. The values, norms, ideals and standards presented are accepted by the child uncritically as correct- indeed as the only way things could possibly be. Even though later experiences lead children to modify much of what they have learned within the family It is not unusual for individuals to carry into the social relationships of adult life the role expectations that characterized the family of their childhood. Every family, therefore, socializes its children to its own particular version of the society's culture. In addition, however, each family exists within certain subcultures of the larger society: it belongs to a geographical region, a social class, one (or two) ethnic groups, and possibly a religious group or other subculture (p.82).

It can be added that all mass media and internet and musical elements in them have also served same basic social functions indicated above. Children think, percept and socially express themselves mostly due to their family (and also peer group, school environment etc.) structures, their relationship with family (and etc.) and dominance of parents and (if there is/are) sister (s) and/or brother (s). Social environment of children mostly is consisted of television, internet and school, and Tischler (1993) indicates some social functions of school;

The school is an institution intended to socialize children in selected skills and knowledge. In recent decades, however the school has been assigned additional tasks. In coming to grips with their multiple responsibilities, many schools have established a philosophy of education that encompasses socialization as well as academic instruction. According to the philosophy adopted by one school, for instance, its aim is to help students develop to their fullest capacity, not only intellectual but also emotionally, culturally, morally, socially, and physically (p.84).

It can be observed that there are television programs intended to different ages of childhood. Foreign and/or local/native languages which are very important in song lyrics are being used in these programs. It can be stated that parents are responsible for children's social development and they should keep their children under control against possible harmful effects of popular mass media and internet as they are responsible for encouraging beneficial ways. As Tischler (1993) indicates the television set opens up a whole new world that is largely beyond the control of parents and children get to see adults acting in ways that their parents may disapprove of, such as committing violence, stealing, engaging in adultery, or taking drugs (p.86). On the other hand, it was argued that, the children are also forced to confront issues (aids, abortion, racial violence, or suicide) that they may have been sheltered from during previous eras and as the role of media in the socialization process increases, the role of the parents decreases (Tischler, 1993, p.86). According to Giddens (1996), children are open to a much greater variety of influences now than they were even a generation ago. Through television and other forms of popular culture, children are exposed to the themes of adult life an early age (p.335).

In childhood, learning something and learning "how to learn" is an important component of social development. In this context, plays are the important components of social development. Kaemmer (1993) states music as a type of play;

Music, then, as a type of play, is one of the means human use to provide themselves with additional complexity, as well as orderliness, in life. Such complexity is closely related to the structural or aesthetic component in music. Just as people must eat, and their society defines how it should be done, so must humans play with complexities, and the society determines if it will be in terms of language, music, painting, or other features of life (p.152).

Plays in programs and web sites, including musical activities can be good examples for children and at home, school (also in free times) and kindergarden these ways of communicating with peer groups can be seen. Contents and rules of plays are also emphasized by these programs and web sites. It can be observed that in schools there are activities about how to use mass media and internet.

There are many directions of these programs and in the context of social development of children plays have important roles. In these programs music and dance (accompanied by vocal/instrumental; group/solo; native/foreign musics) have important role in children plays. Characteristics of musical elements like rhythm (fast, slow,etc), sound (timbre, frequency, dynamics) have been used in TV programs and web sites intended to the children and this is closely linked to the concept of learning.

We know that especially children imitate behaviors of musical figures of mass media and internet in socializing. Radio and television broadcasting indicate many kinds of music genres, performance practices, and contexts related to musical elements. In some cases individuals express themselves with these musics. According to Giddens (1996) much research has been done to assess the effects of television programs on the audiences they reach, particularly children. Perhaps the most commonly researched topic is the impact of television on propensities to crime and violence (p.335).

Kaemmer (1993) indicates that, children all over the world naturally imitate adult activities, and this practice is an important means of learning music and children often seek to reproduce on an instrument the sounds that they have been accustomed to hearing (p.77). Tischler (1993) states that, today's children receive an enormous amount of information and they are instantly informed of new fads and styles, new activities, and new products and many people consider this blatant, exploitation, because young children have no way of evaluating the merits of advertising programs (p.86).

Mass media also include magazines or periodicals (and internet, including the online versions of them) intended to adolescents and children. Especially visuals related to musical elements in this periodicals indicate popular singers, music groups and their life views, expression styles (as role models), song lyrics, introduction and reviews of new albums and the advertisements. Since the earliest times of tv broadcasting almost every genres of popular musics have been promoted by music business and advertisement sector with underlying meanings, codes, with social dimensions of them.

The contents of music videos with their many important social codes may easily cause different expressions and behaviors. Especially physical appearance, behaviors of singers, performers and/or actors, song lyrics of music videos can be absorbed by children and adolescents. And they also gain local/global consciousness, friendship styles, relationship styles, and styles of communal activities and communication styles with the aid of programs.

And its indicated that, unlike adult shows, children's programs can be shown again and again to the same age group, since its composition changes as the children grow up and an important fact about children's viewing is that most spend at least part of their time watching programs produced for adults (Giddens, 1996, p.335). On the other hand from the point of song lyrics, Black and Bryant (1995) indicate an important association;

The parents' music resource center -the PMRC- was a highly visible opponent of objectionable lyrics. Formed in the late 1980s by a group of politicians' spouses the pmrc obtained promises from the recording Industry Association of America (RIAA) to attach warning labels to albums that had sexually explicit or violent content (p.306).

In special television channels/programs for children, local and national musics are being used and thanks to that, an individual may easily facilitate of learning musics of his/her own (music) culture. Goods intended to children (and to their parents) are usually advertised with special musics.

Children also try to imitate habits including popular music listening/watching/consuming. On the other hand parents' intellectual level, life view may have characterized consuming preferences of music related or music programs on tv, radio and/or on internet. Parents' choice of children programs is also indirectly choice of the musics of these programs. Mass media and internet basically consumed by adults and children's musical tastes and preferences like nutrition, dressing, ornamentation, and etc. habits; music listening habits have also been determined by adults and children have tried to imitate these habits especially in socializing.

There have also been web sites intended to children, adolescents and/or adults (parents) that give advices about "how to use internet and mass media" and some of these web sites also give information about musical activities/music genres. In internet and mass media cartoons, animations, music videos, cinema films and web sites intended to children, include, songs about nutrition habits, sleeping habits, toilet habits, family, jobs, mathematics and science, language usage, painting, gender roles and songs including sermons and advices for children, and etc.

In special television channels and web sites for children, local and national musics have also been used, thanks to that, an individual may easily facilitate of learning musics of his/her own (music) culture. There can be seen detailed introductions of the instruments of classical music like violin, tuba, piano, cello, trompet, and etc. and so can be local/native musical instruments. On the other hand Children may share opinions about musical elements and musicians (popular singers, popular music genres, etc.) on internet with the aid of blogs, video/music/photograph sharing sites.

2.What are the effects of musical elements, in mass media and internet, on the social development of adolescents?

In this context, as important consumers/users, and in some cases producers of musical elements in mass media and internet, adolescents were focused on, in connection of social development. Adolescents have mostly been effected by environment that mostly includes peer groups and school. In the context of construction of peer groups musical elements and related activities mostly have played the primarily roles. Due to song lyrics, social contents of identity shaping function of these groups have also been characterized mostly by popular music genres.

It can be said that social needs of adolescents are closely related to and expressed with the musical elements. The communications of adolescents through internet mostly include and characterized by music, musicians, music groups and social projections of them. Mass media and internet include musical events that indicate many kinds of popular musics that have not only been true consumption models for individuals but also for group music making and socializing with that in the context of group identity. In this context Kaemmer (1993) indicates that through enhancing, communication, music is often a way of building and maintaining group identity and the identity of a group includes both the indication of boundaries, separating one group from others and the strengthening of solidarity with in a particular group (p.157). Forming music groups recording and performing in amateur home studios (and/or elsewhere) are mostly inspired by related programs and web sites. Herndon

and McLeod (1993) state that, when a definite musical group is present, it may be possible to derive insights from a consideration of their processes and activities (p.105). Internet, can be thought as primarily meeting point of these adolescent musicians/performers, through which these individuals also share ideas/life views/expression styles and etc. Frith (2003) indicates to the importance of group music making activities as an social engagement of people;

Music making in which people are engaged and my point here is not just people do, in large numbers, join choirs, form rock and pop groups, play around with record decks, and set up home studios, but also that these musical activities are central to their understanding of who they are (p.100).

Gender roles that are directed to this age group by social mechanisms mostly indicated in music programs, tv concerts, music videos and as music videos include audio/visual codes in the context of musical genres, songs, musicians, etc. are important because these media may easily attract the attention of adolescents. Black and Bryant (1995) indicate, some rap artists who attempt to promote social consciousness by rapping about such teenage realities as aids, drugs, gang, violence, crime, and sex, other rap artists have been criticized for their more militant approach in addressing social issues such as racism, police brutality, and civil rights (p.305).

The term subculture has been very strongly related to adolescents. Tischler (1993) states, ethnic, occupational, religious, political, geographical, social class and deviant subcultures (p.61-62). Nearly all of these subcultures have produced special subculture musics, the list and definitions of which is too long to give here, with their own expression, performance styles due to different life views. Subculture musics have important position in mass media and internet with special advertisements of albums, concerts, performances, blogs, web sites and etc. mostly intended to adolescents which have not only aesthetical but also behavioral, spiritual and physical (appearance) effects on this age group.

Herndon and McLeod (1993) indicate politics of music and politics of music groups;

The politics of music has at least two levels: the politics of musicians' groups, whether or not they include the audience; and the wider role politics of music may play in the structure and functioning of a society. Nor should the potential role of music itself as a form of political expression be disregarded (p.105).

Sponsored activities by which commercials are advertised through internet and mass media, include mostly comprehensive musical activities, concerts intended to adolescents who are the main participants of these activities. One of the most important components and vehicles of advertisement sector is (popular) music. Black and Bryant (1995) indicate dimensions and contents of this sector with its relationship with tv programs;

National advertising uses television primarily because of its massive reach. Relatively speaking, television situation is probably no greater than that achieved earlier by newspapers or radio. But television offers new dynamic dimensions to advertising: drama, humor, special effects, motion color, and even stereo sound. The ability to create mood excitement, and drama in connection with commercial products is a real asset; combined with vast audiences, it is potency personified. Advertising agencies have proven adept at conveying impressions, at probing the inner recesses of the mind, and at developing ingenious appeals, to the point where many of the commercials on network television are superior to the supporting programming, from production and entertainment standpoints. This may not be entirely without design, as noted by some critics who insist that the real products of television are its audiences, who are delivered to the sponsors (p.343).

And it can be added that, by using popular musics (and musical elements) advertisers with the aid of music business, have tried to attract attention of adolescents to construct new consumption needs and/or sell goods intended to them.

CONCLUSION

As the first important social environment of children, families and later school which directly effect the social development of individuals, make important effects on children on their music listening habits, which are mostly characterized first by the programs on national and/or global broadcasting and web sites intended to children. By musical elements in these programs and web sites, children not only learn, how to communicate to peers and/or other age groups, but also gain local and global conciousness and different types of social habits mostly indicated by song lyrics. Parents' preferences of programs, are important in the context of preventing children from harmful contents of song lyrics, music videos, and etc. As they are also important in the context of encouraging the children about beneficial programs. In the case of social development of adolescents, they have used mass media and internet in many ways for reaching music (and musical elements) and to communicate with each other. Most of (popular) music genres indicate also important ethnic, religious, racial, economical, political codes, physical expression styles, which are mostly included directly/indirectly in mass media and internet which may easily effect on social development on individuals.

DISCUSSION

It's clear that, mass media and especially until the last decade of twentieth century the usage of internet, which has been widespread throughout world and has also included nearly all facilities of mass media, have provided important and changeable study fields to the social scientists. The scientific studies of the fields like sociology, social anthropology, social psychology provide important informations for the musicologists who study the effects of music on special age groups and relationships between music life and social development. In the direction of findings, it can be argued that, the concepts, like, environment, family, sharing, belonging, identity, local conciousness, global conciousness, and etc. which are some of important dimensions of social development, indicate important informations about, how and for which kinds of purposes that children and adolescents have used musical elements through mass media and internet.

SUGGESTIONS

The focused and independent studies had to be done on each of the social dimensions which have been reshaped continuously in today's conditions, through musical elements in association with social development. On the other hand mass media and internet management and designing strategies, that have effects not only on the behavioral and spiritual activities, but also physical appearances of the age groups that especially are included in study subject, had to take scientific support. It would be useful to organize meetings intended to parents, and teachers as they must be aware of harmful and benefical effects of usage of musical elements in mass media and internet, on social developments of children and adolescents including presentations of scientists.

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Kitle İletişim Araçlarındaki ve İnternetteki Müziksel Unsurların Çocukların ve Adolesanların Sosyal Gelişimleri Üzerindeki Etkileri

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Geniş Özet

GİRİŞ

Müzik ve yaşantı içerisindeki (sosyal, antropolojik, estetik, v.b.) bileşenleri sosyo kültürel çalışmalar için geniş bir çalışma alanı oluşturmaktadır. Eğitim ve özellikle informal eğitim, müzik ve bileşenlerinin sosyal olarak dolaysız/dolaylı şekillendirici etkilerine işaret eder. Yeni teknolojiler insan hayatına direkt olarak girmekte ve bireyler bunları hızlıca tüketmekte ve kullanmaktadır. Radyo ve televizyon yayıncılığının yanı sıra internet içerisinde bir çok (popüler) müzik türleri, icra pratikleri ve bağlamları bulunmaktadır. Bu nitel araştırmada, ilgili bilimsel literatür ve kitle iletişim ve interneti ilgilendiren yazılı, işitsel, görsel ve görsel-işitsel belgeler doğrultusunda kitle iletişiminde ve internette yer alan ve çoğunlukla çocuklara ve adolesanlara yönelik olan, müziksel unsurlar yine bu grubun sosyal gelişimleri bağlamında genel bir bakış açısıyla irdelenmiştir. Bu çalışmanın amacı ise kitle iletişim araçlarındaki ve internetteki müziksel unsurların çeşitli kullanım yolları ve boyutlarının çocukların ve adolesanların sosyal gelişimleri üzerindeki farklı etkilerini araştırmaktır. Bu doğrultuda, “Kitle iletişim araçlarındaki ve internetteki müziksel unsurların çocukların sosyal gelişimleri üzerindeki etkileri nelerdir” ve “Kitle iletişimin araçlarındaki ve internetteki müziksel unsurların adolesanların sosyal gelişimleri üzerindeki etkileri nelerdir” şeklindeki iki alt problem doğrultusunda çalışılmış, çocuklarla ilgili boyutta aile, ebeveynler, okul, akran grupları, sosyal çevre ile etkileşimlerinde kitle iletişim araçlarında ve internetteki müziksel unsurların kullanımları üzerine odaklanılmıştır. Öte yandan kitle iletişim araçlarında ve internette yer alan ve müziksel unsurların ağırlıklı tüketicisi/kullanıcısı ve bazı durumlarda üreticisi konumundaki adolesanlarda ise çoğunlukla etkisi altında oldukları ve kendilerini çevreleyen akran grupları, aidiyet, sosyalleşme gibi kavramlar bağlamında müziksel unsurların ve pek çok (popüler) müzik türünün, etnik, dinsel, ırksal, ekonomik, politik kodlar ve fiziksel görünümüler vasıtasıyla bu yöndeki davranışsal, düşünsel ve fiziksel dışavurum şekillerine etki etmesi sebebiyle büyük bir önem arz ettiği ortadadır.

YÖNTEM

Bu nitel araştırmada, müzikoloji, sosyal psikoloji, sosyal antropoloji ve sosyoloji literatürü ve kitle iletişim araçları ve iletişim üzerine yapılmış olan çalışmaların yanı sıra, yazılı, işitsel, görsel, görsel-işitsel belgeler doğrultusunda kitle iletişim araçlarında ve internette yer alan ve ağırlıklı olarak çocuklara ve adolesanlara yönelik olan müziksel unsurlar, sosyal gelişim bağlamında, genel bir bakış açısıyla incelenmiştir.

BULGULAR

Kitle iletişim araçları ve internette yer alan müziksel unsurların birçok dolaylı/dolaysız yolla sosyal olarak absorbe edildiği, kod çözümlemelerinin yapıldığı ve/veya tüketildiği görülmektedir. Sosyal unsurlar (kimlik, cinsiyet rolleri, üyelik, vb.) ve

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fiziksel dışavurumlar (süslenme, giyim, saç şekli, vb.) bu yaş gruplarına, aynı zamanda reklamcılık, eğlence ve müzik sektörleriyle mutual bir ilişkide bulunan kitle iletişim araçları ve internet içerisindeki müziksel unsurların çeşitli kullanımları vasıtasıyla da öğretilmektedir. Kitle iletişim araçlarındaki ve internetteki müziksel unsurlarla çocuklar sadece ailesiyle, akran ve diğer yaş gruplarıyla ne şekilde iletişim kuracağını öğrenmez, aynı zamanda farklı sosyal alışkanlıklar da kazanırlar. Adoselanlar, kitle iletişimini ve interneti müziksel unsurlar vasıtasıyla sosyalleşmek için de kullanmakta ve çoğu (popüler) müzik türleri ve dolaysız/ dolaylı şekilde müzik videoları, müzik programları ve reklamlar içerisinde yer alan önemli etnik, dinsel, ırksal, ekonomik, politik kodlar ve fiziksel dışavurum şekilleri bu yaş gruplarının sosyal gelişimleri üzerinde etkili olabilecek unsurlar olarak dikkati çekmektedir.

TARTIŞMA

Kitle iletişim araçları ve özellikle yirminci yüzyılın son on yılından itibaren tüm dünyada yaygınlaşan ve kitle iletişiminin neredeyse tüm olanaklarını içeren internet kullanımının özellikle sosyal bilimcilere önemli ve değişken çalışma alanları açtığı ortadadır. Sosyoloji, sosyal antropoloji, sosyal psikoloji gibi alanlardaki bazı bilimsel çalışmalar müziğin özel yaş grupları üzerindeki etkisi ve müzik yaşantısı ile sosyal gelişme arasındaki bağlantılara dair çalışma yapan müzikologlara önemli veriler sağlamaktadır. Bulgular doğrultusunda sosyal gelişimin önemli boyutları arasında yer alan, çevre, aile, paylaşım, aidiyet, kimlik, yerel bilinç, global bilinç, vb. kavramların çocukların ve adoselanların müzikal unsurları kitle iletişim araçları ve internet üzerinden hangi amaçlarla ne şekilde kullandıkları konusunda önemli bilgilere işaret ettiği öne sürülebilir.

ÖNERİLER

Günümüz koşullarında sürekli biçimlenen sosyal boyutların her birinin, müziksel unsurlar üzerinden sosyal gelişim ile ilişkili olarak derinlemesine ve bağımsız olarak incelenmesine gerek bulunmaktadır. Öte yandan özellikle araştırma konusuna dahil olan yaş gruplarının sadece davranışsal ve düşünsel etkinliklerinin değil aynı zamanda fiziksel görünüşleri üzerinde de oldukça önemli etkiye sahip olduğu görülen kitle iletişim araçları ve internet yönetim ve tasarım stratejilerinin, bilimsel destek ile hareket etmesi gerekmektedir. Kitle iletişim araçlarında ve internette yer alan müziksel unsurların kullanımının çocukların ve adoselanların sosyal gelişimleri üzerindeki zararlı ve yararlı etkilerini dikkate alması gereken ebeveyn ve öğretmenlere yönelik sosyal gelişim ve müzik ilişkisi konusunda bilim insanlarının sunumlarını içeren toplantıların organize edilmesi faydalı olacaktır.