

Received: 11 November 2022 Accepted: 15 March, 2023

DOI: <https://doi.org/10.33182/rr.v8i4.197>

Prevailing persuasion methods in Iraqi satellite television programs for Children

Hossam Hussein Abbas¹, Professor Dr. Hussein Ali Harf²

Abstract

Television is one of the most widely used and preferable means of communication for children because of its pleasure, entertainment, and great potential in influencing everyone because the audiences are from all segments of society. Many television programs have been able to meet the viewer's needs and develop cultural awareness through their compelling content their use of persuasive methods and their employment within the structure of television programs through an organized and purposeful fabric to achieve communication and interaction between children and programs. From the foregoing, we find that the problem of research has been to answer the following question: (What persuasion methods prevail in Iraqi satellite television programs for children?) The researcher followed the descriptive approach (content analysis), as the current research community included TV programs directed to children on the Iraqi satellite channel. To achieve the objectives of the research, a tool (content analysis form) was prepared that included (15) methods. The most important results were: The (exaggeration method) achieved the highest frequency in the alternative (appears in a large degree) and the largest weighted arithmetic mean with a relative weight of (89.67) to be in the first order, while (provoking painful situations) achieved the highest frequency in the alternative (appears with a small degree), the smallest weighted arithmetic mean, and a relative weight of (36), to be in the last order.

Keywords: *Persuasive messages, Children's programs, Methods of persuasion*

Introduction

First: the research problem

Television is one of the means of communication that develops the aesthetic sense of children with today's modern and sophisticated possibilities. It is one of the most important and influential educational means of communication for the recipient as it combines communication, education, and pleasure for children, they are affected and interact with it through multiple methods used to communicate different information and knowledge. Child-oriented TV shows achieve the element of intimacy, as the speaker starts over the screen as if he is addressing each child individually, thereby supporting communication between the speaker and the child. This feature gives the speaker the ability to intellectually influence the child, resulting in modifying behaviors, changing

¹ Media, Imam Al-Kazem College (PBUH) for Islamic Sciences, Iraq

² Art Education Department, College of Fine Arts, University of Baghdad, Iraq

Corresponding author: Hossam Hussein Abbas (lecwasit86@alkadhumi-col.edu.iq)

attitudes, or posing patterns of new behaviors. Through the above, the researcher found it necessary to answer the question: What persuasion methods prevail in Iraqi satellite television programs for children?

Second: the research importance

This research is particularly important because the programs provided to children are widely presented on satellite channels and seek to change children's convictions and attitudes on multiple topics. Thus, this research can constitute an attempt to study its chances of success and measure its dependence on various persuasive methods.

Third: Objective of the research

The research seeks to reveal the prevailing persuasion methods in Iraqi satellite television programs.

Fourth: research Delimitations

Objective limitation: prevailing methods of persuasion in television programs directed at children.

Spatial limitation: Baghdad, Al-Iraqiya satellite channel.

Time limit: 2022

Fifth: research terminology

1. Persuasion: It is defined as a psychological variable that contains a communication process that targets the recipient's thought by using certain means and methods that serve the goal and rise to the level of art so that it leads to building, strengthening, or finding alternatives to a specific position, trends or ideas to achieve the desired effect. (Al-Mulla: 2014, p. 30).
2. Methods of persuasion: It is a complex set of linguistic tools used to change attitudes and obtain responses without imposing any overt or compulsory ideas on the recipient (Young, 2016: p24).
3. Television Programs: A program is every visual or audio material presented by television within the daily broadcast period, which has a specific goal and addresses a specific audience in an appropriate language, and is characterized by a title and an indicative melody that distinguishes it from what precedes and follows it. (Al-Sudani: 1996, p. 7).

The theoretical framework of the research

The persuasion process begins with the persuasive person's thinking of an idea that tries to convince the other party, the following are the stages of the persuasion process:

First: Draw the attention of the target by persuasion as a preparatory step intended to prepare his mind and feelings for receiving, excitement, interest, desire, courage, and conviction. This is done by preparing him psychologically to enter into the process of persuasion.

Second: present the persuasive subject to the target in the context of a process of direct or indirect personal communication, to enable him to identify its contents, relevance, and objectives, to allow him to ask questions and to seek clarification on possible alternatives, preferably to provide him with temptations, and to show him the benefits that his conviction and the damage that his presentation may bring.

Third: Providing the person sought to persuade him with information, data, facts, evidence, and proofs that contribute to preparing him psychologically to reconsider his previous positions and attitudes to shape his response.

Fourth: Enhancing the target's response to the persuasive message, as an entry point to accept conviction with its subject matter.

Fifth: Changing the response of the one intended to persuade by transforming his previous thoughts or behavior into the ideas or behavior required to be persuaded.

Sixth: The stage of adopting the persuasive message and applying its content by the targeted person, and disseminating it among the members of his community (Moses: 2010, pg. 50-53). The persuasive process depends mainly on the characteristics of the source, the content of the persuasive message, the method of presenting the persuasive message, the nature of the means used in transmitting the persuasive message, and the characteristics of the audience receiving the persuasive message. (Muhammad Ali: 2011, p. 42). The message has gained greater effectiveness. To be convincing, some important qualities must be provided. The most important of these are:

1. Clarity of the goal: The goal of the persuasion process must be clear, does not require the trouble of searching from the receiving person, and is not overlapping or intertwined with other goals.
2. Clarity of expressions: The message must contain clear words and easy-to-understand linguistic structures, without ambiguity or ambiguity, to make it easier for the recipient to understand, because "the task of persuading people is done mostly through language" (Nafil: 2008, p. 50), and the words, sentences, and phrases must be appropriate to the nature of the culture of the receiving person.
3. Focus on content: The message must be far from arguments that distance us from the content of the persuasion process, but must focus on the point of persuasion ". (Spring: d. V, p. 59).
4. Message processing: Refers to the decisions taken by the source or the sender regarding how the content will be presented. The source may choose certain information and ignore another and may repeat the evidence with which he tries to prove his opinion, and he may summarize what he says at the beginning or the end, and the source may mention all the facts in his message, and he may leave the recipient the task of completing the aspects that he did not mention in the message, each individual takes decisions that achieve his goals

in the best possible way. (Makkawi: 1998, pp. 48-49).

5. The subject of the message should be arranged in a logical order so that the audience reaches its conclusions, which is the goal of the persuasion process (Al-Sha'ar: 2020, pg. 69).
6. Credibility: The prior approval that we feel before the source begins to present the message, and this approval is determined by previous experiences and personal appearance. "The credibility that the source acquires through training, experience, and the ability to communicate with what it contains expression skills and professionalism in conveying messages. The sender chooses simple visual elements that are appropriate to the social and scientific level of the recipient in conveying the idea. (Shallal, 2017, p. 171).

Persuasive methods: Here we refer to the most persuasive methods that can be used in children's television programs. These methods include:

1. Repetition: Communication experts recommend repetition of the message with diversification and renewal in the parts of the message, which we tend to describe as employee repetition, given that this repetition is one of the factors that help in persuasion. (Al-Hadidi: 2004, p. 86), where repetition can be used in several forms, such as repeating words at the beginning of sentences or repeating some phrases of the same idea from time to time to fix them in the listener's memory, such as (honesty is a great behavioral value, honesty saves, and the truthful person is confident of himself, etc.). Scientific studies tell us that the listener remembers 10% of the idea a month after listening to it once. If he listens to it six times in the same period, he remembers 90% of it.
2. Presenting the message with evidence: Most persuaders seek to support their persuasive messages by presenting evidence and phrases that include either factual information or opinions attributed to sources other than the persuaders. Some generalizations can be made about the effect of presenting evidence and witnesses, including:
 - A. The use of evidence in the message is closely related to the recipient's awareness of the source's veracity. The greater the source's sincerity, the less information is needed to support what he says.
 - B. Some topics require more evidence than others, especially those topics that are related to the previous experiences of the recipient.
 - C. Providing evidence has a greater impact on the intelligent masses, that is, those who expect proof of the ideas presented to them.
 - D. The effect of the evidence depends on whether the recipients consider it correct or incorrect." (Hasnain: 2008, p. 33).

3. Evoking empathy: This method "is based on the individual's ability to sympathize with others or share their emotions and feel their problems and suffering when they are exposed to hardship or distress, and his perceptions of these problems or that distress if he were asked to be in their place. (Hassan: 2006, p. 44).
4. Education: The means of media communication of all kinds have the greatest chance of making mental maps of societies in all their spectrums, categories, and logical levels, due to the interactive ability that these means possess, and the characteristics and features that increase their effectiveness. This is what helps to attract the public's attention, influence it and shape its intellectual orientations through carefully studied and professional strategies, as it exploits the unsatisfied human needs to raise them in a directive manner targeting a specific deliberate and intended behavior. (The Logo: 2020, pp. 209-2010). It is also the time for education in terms of "the timing of focus, the timing of speed, the timing of class, and the timing of other technical means, such as stopping, pronouncing, etc., because the appropriate timing is what helps to stimulate and move emotions, and if (the sender) fails in the timing of his delivery method, he will fail to attract attention spectators, and the pause and its length play an important role in timing (Harf, 2004, p. 71).
5. Inducing fear: To attract attention, and to generate specific responses to it, the source of the message should be identified in the image to determine the degree of arousal, if the message was issued by a credible source with a great degree of knowledge, such as a good body, or a physician known to people with a good reputation, the image becomes an attention-grabber, and it is expected that it will elicit appropriate responses and its warnings, such as refraining from eating, for example, the items mentioned in the image warnings. On the contrary, if the message emanating from a person who is a herbal therapist or has suffered from these diseases will not lead to attracting attention, it will be the same as the messages that we are exposed to daily via television without requiring specific responses from us (Hassan: 2006, p. 43).
6. Provoking painful experiences: This method of persuasion is based on a main idea, "The attitudes of individuals change from positive to negative if they are exposed to painful experiences or are reminded of the painful experiences they have gone through." (Hassan: 2006, p. 44)
7. Suggestion: It is one of the methods used in persuasion, and "This method uses the verbal reference to the topic around which the conversation revolves without declaring it publicly." (Austin: 1986, p. 11). It means that "there are certain expressions used by the individual who wants to change the attitudes of the other, without referring to the subject itself, nor does he feel that the intent of the conversation or discussion that is taking place is intended to correct a certain idea or modify a certain direction he has, rather he tries to make the current conversation a general conversation, and sometimes it was with the

intention of pleasure or entertainment, so as not to make him feel his true intentions behind the discussion or dialogue.” (Hassan: 2006, p. 45).

8. Shifting attention: It means "shifting the public's attention from one issue to another and then seeking to consolidate it with focus, to replace the central or basic issue, and it often happens to confront a prevailing opinion among the masses that is difficult to confront and oppose, so it resorts to diverting the public's attention to another topic that contains important aspects that are no less than what is contained in the main topic and highlighting it as the most important, and then achieving the audience's shift away from the issue or topic that does not serve or harm persuader” (Al-Abd: 2007 p. 72).
9. Group discussion: The image that conveys the discussions taking place among different groups has become a factor that helps to change attitudes, because the discussion that takes place among its members that is related to a specific topic may tend to change some beliefs or opinions, especially if these discussions that are conveyed through the image are based on logical evidence, which increases the impact of these discussions in changing opinions and trends and focusing the image on the subject of discussion, and he is unable to come up with evidence that supports his opinion. As for the group discussions that the picture presents in a way that lacks evidence, it is difficult to confirm an opinion or establish a fact, and then the process of changing attitudes becomes almost impossible.” (Hassan: 2006, p. 50).
10. The influence of the majority opinion: "The success of a message is influenced by the nature of the circumstances in which an individual receives information. Information that agrees with the majority opinion increases the likelihood of being endorsed by others, while messages representing the minority opinion are unlikely to attract the prevailing public opinion of the majority since the public usually espouses some views because they believe they are consistent with the common or prevailing view." (Makkawi: 1998, p. 197).
11. Opinion leaders: The fact that this talk is directed from the speaker to his group will lead to specific responses, and it is significant in this regard that the talks of opinion leaders are influential and effective. Perhaps its effect lies in the fact that these people are considered symbols in the groups to which they belong, and because their conversations are taken seriously by the members of their group.” (Hassan: 2006, p. 50).
12. Celebrity simulation method: This is a method that enlists community celebrities as one of the ways to emphasize the program and its superiority over another competing program by individuals with a privileged status, making the target audience want to emulate these celebrities whether they are stars in art or stars in sports. The use of this method in television shows may also be due to the admiration of the recipients of these celebrities and their desire to resemble them and unite with them in their lifestyle and are therefore influenced by what they say on the program, so some call this style (star style and celebrity

- testimony) " (Muhammad Ali: 2011, p. 35).
13. Persuasion method through expert reference and authority: The presenter hired a political, religious, or scientific personality (doctors, scientists, experts) to provide the educational message, and used this persuasive method in many programs such as Ammo Majid's program in the Shahab satellite channel by hosting a traffic man to educate children.
 14. Exaggeration and dazzling: It is one of the most frequently used methods in child-oriented programs, and we find a lot of messages that are exaggerated by representative performance (Hassan: 2006, p. 52). For example, on the Shehab satellite channel, in the Hayya and Daraj program, where the artist Hashem Salman used exaggeration in performance through juggling.

Second: Child-oriented television programs

Television programs allow the child to comprehend because television combines the moving image with the audible word. Thus, it is one of the most capable means of mass communication to transform abstractions into sensible ones, especially since children are more capable of perceiving sensible things than their perception of abstracts. For a child, television is how he sees a world of images. It is the window from which he overlooks the world. Television is a wide source in a child's life, and the relationship between the child and television is reciprocal, as television attracts the child to it, while the child chooses what he likes from the programs (Nawaf: 1986, pg. 91-92) so that television outperformed many other multiple means of communication" (Hussein: 2021, pg. 37).

Objectives of children's programs

Some of the goals pursued by children's programs can be identified: (Mikalik: 2003, p. 72)

1. The child's enjoyment and entertainment.
2. Venting pent-up feelings that a child cannot express in his normal life.
3. Satisfying the tendency for adventure.
4. Enriching the child's imagination, which helps develop his ability to be creative and innovative.
5. Developing the child's faith in freedom, democracy, and respect for other opinions.
6. Helping the child build self-confidence through indirect advice.
7. Use simple rules related to security, safety, and health.
8. Teach the child to distinguish between right and wrong and respect order and rules.
9. "Developing a sense of security and stability, and instilling optimism and confidence in the recipient. (Saleh: 2016, p. 185).

10. Correcting the wrong behavior of the child and taking care of the child physically and psychologically.
11. Refining the child's talents and discovering the gifted.
12. Interest in communicating information in a simplified and attractive manner in the form of animation. (Maggie: 2002, p. 118).

There are three important uses of television in children's lives:

1. Arouse joy.
2. Provide different information in various fields of life, and thus determine the behavior of children.
3. The social benefit of television is due to the opportunities for group viewing, ideas and values to its viewers, young and old, and the discussions it raises among them” (Ray Brown: 1976, p117). Therefore, it is said that today’s children are a generation to be raised by three parents (the father, the mother, and the television)” (Nawaf: 1986, p. 91).

Chapter Three: Research Methodology and Procedures

First: Research Methodology: The researcher followed the descriptive approach - the method of content analysis, as it is the most appropriate scientific method for research procedures and achieving its objectives.

Second: The research community: The current research community is represented in television programs directed to children via the Iraqi satellite channel (Al-Iraqiya satellite channel) for the year (2022). As the researcher chose (the Rayaheen program) as a sample to search in a comprehensive inventory of children's programs on the Al-Iraqiya channel.

Third: The research tool: The researcher prepared the tool, which included (15) methods, and he also used the idea as a unit for analysis, because of its suitability to the nature of the research in content analysis. The researcher will use iterations as a unit for enumeration to calculate the emergence of persuasion methods, in addition to using repetitions we can determine the strength of the emergence of methods, as the method that takes more repetition is the more important one.

Fourth: validity: validity is one of the conditions that should be met in the research tool, it is the ability of the test to measure what the scale was set for (Al-Jabri, 1999, pg. 96). The researcher used apparent validity by presenting the research tool to a group of arbitrators with experience and specialization in (art education - audio and visual - media - performing arts), as they numbered (11), so they agreed on its paragraphs, with some minor modifications that the researcher adopted as well as its linguistic validity. After receiving the answers, the researcher made the amendments submitted by the experts to several paragraphs in terms of wording and linguistic integrity to represent the validity of the tool. The researcher relied on the approval of 80% of the experts as

evidence of the validity of the paragraph to extract the percentage of arbitrators' agreement on the paragraphs of the scale, as the researcher used the percentage law, which reached an agreement of 90%, and this percentage is considered high in calculating apparent validity.

Fifth: Reliability: In extracting the stability of the analysis, the researcher relied on the two methods together, as two analysts trained in content analysis analyzed one episode of the Riaheen program, and the two analysts worked independently, then the researcher analyzed the same sample twice in a row, with a time interval of (15) days between the first analysis and the second analysis to find the researcher's stability with himself over time. To show the results obtained through the analysis, the researcher used (Cooper's equation):

Table (2)

It shows the results of the stability of the persuasion methods analysis questionnaire in television programs directed to children via Iraqi satellite channels

Analysis	Agreement number	Disagreement number	Stability
Between the researcher and the first analyst	41	7	85.42
between the researcher and the second analyst	40	8	83.33
between the first and second analyst	42	6	87.50
The researcher himself	43	5	89.58
Total	166	26	86.46

By looking at the results of Table (2) above, it is clear that these stability coefficients are a good indicator of the validity of the research tool, so they can be used to show the results.

Sample Analysis (Raheen Program)

About the program

A program that has been offered to children since 2013 on the channel "Iraqi 2", every Friday at 10 a.m., and lasted for four years. The program was interactive, that is, direct, in addition to its educational periods, it contained competitions, awards, and interactions through contact with children.

After the closure of (Al-Iraqiya 2), the program and its staff moved to Al-Iraqiya Public. The program was characterized by the two similar introductions, its decor, colors, sound, and light effects that attract the child.

In 2016, the program's structure changed. The program became a recording program, and the two presenters began working separately.

Its purpose is to educate, entertain, and guide all aspects of children, using simple words and simple dialogue that corresponds to the child's age and way of thinking. The program is accompanied by music, children's songs, and fun, which are means to attract the child. It has undergone several changes during these years, but all changes serve the children.

The program is based on several paragraphs:

1. Draw with us (A paragraph teaching drawing in a simplified educational way, such as drawing with letters, drawing with numbers, geometric shapes, drawing in a simplified way, etc.).
2. Tales of Rayahin (the children are told an Iraqi, Arab, or international story from the children’s stories) in a video image, or we use storytelling images.
3. Zakarish: The handicrafts section, which is a section on teaching children to make something useful from papers or environmental waste without resorting to a sharp or harmful tool for children.
4. Ask and Learn: The children ask a question in a video clip, and the presenters of the program answer the question of the child during the episode.
5. Nujoom Rayahin: sheds light on gifted children by hosting the child and then making a report.

Preparation: Prepared by Hassan Musa from (2013-2019), and from 2020 until now, prepared by Nahar and Manar.

The philosophical idea of the program: to attract children educationally through meaningful paragraphs accompanied by entertainment and teaching children some skills such as drawing, memorizing, and obtaining a variety of information.

First: a quick review of the paragraphs of the program

The objective idea:

(Introduction - Draw with us- Ask and learn- Tales of Rayahin- Friends Letters).

Table (3)

A form shows the results of persuasion methods in television programs directed to children via Iraqi satellite channels in research samples

No.	Style	Items	appear to a large extent 3	appear somewhat 2	Appear to a small extent 1	weight mean	Percent
1.	Freq .	Repeat the program paragraph with diversification and renewal in the message parts	12	1	2	2.67	%89
		Repetition of the idea is an important step in preparing child-oriented programs	11	2	2	2.6	%87
		Dialogue: Uses debate and dialogue between children	5	0	10	1.67	%56

		Educational examples: the ability to communicate the idea through educational examples.	5	2	3	1.47	%49
Total			33	5	17	2.29	%76
2	Evidence	A child acquires knowledge by listening to parents' opinions as non-persuasive witnesses.	3	3	9	1.6	%53
		Citing factual information and events by presenting numbers, and statistics, and building results on-premises.	1	3	11	1.33	%44
		Listen to the opinions of experts and specialists by hosting them in the program	0	0	15	1	%33
		Modeling: Giving pictures of things known to the recipient that help him understand and comprehend to be influenced and convinced.	11	2	2	2.6	%87
		Realistic examples: noble verses and hadiths.	4	0	11	1.53	%51
Total			19	8	48	1.61	%54
3	arouse symmetry	Using fear to get away from bad behavior in children may change their direction toward a particular topic.	8	1	6	2.13	%71
	y	The use of love transforms the child's negative feelings, which involve love or hate, into positive ones.	3	3	9	1.6	%53
		Influential picture: The picture that conveys the discussions among children helps to change attitudes.	8	1	6	2.13	%71
Total			19	5	21	1.95	%65
4	Education mechanism	Learning by asking and answering questions	11	2	2	2.6	%87
		Learning through competitions and games.	9	0	6	2.2	%73
		Learn the letters by showing them to the children	3	0	12	1.4	%47

		Learn by drawing	9	1	5	2.27	%76
		The effect of time: Determining the time of the program plays an important role in addressing the issues raised.	6	0	9	1.8	%60
	Total		38	3	34	2.05	%68
5	Fear arousal	Warning of electronic games on mobile and computer that lead to addiction and neglect of daily duties.	9	0	6	2.2	%73
		Do not eat harmful foods that cause harm to children.	5	0	10	1.8	%60
		Dangerous games: that cause damage and injuries to the body of children.	3	1	11	1.47	%49
	Total		17	1	27	1.18	%39
6	painful situations	Social life: grief, deprivation, need-seeking, domestic violence	1	1	13	1.2	%40
	arousal	Natural disasters: winds, floods, droughts.	1	0	14	1.13	%38
		Scenes of violence: wars, sectarianism, clan problems	0	0	15	1	%33
	Total		2	1	42	1.11	%37
7	suggestion	Etymology: the semantics of words, and the use of linguistic styles.	11	2	2	2.6	%87
		Body language: indicating movement or gesture through the body.	12	0	3	2.6	%87
		Decoration and costumes used in the children's program	6	2	7	1.93	%64
	Total		29	4	12	2.38	%79
8	shifting	Feelings: Television is considered the most effective and influencing tool on the feelings, actions, and behaviors of children	11	2	2	2.6	%87

		Adjectives: change feelings that involve love or hate by shifting positive feelings and attributes from the presenter to the recipient and describing them with certain adjectives.	4	3	8	1.73	%58
Total			15	5	10	2.17	%72
9	Gro up disc ussio n	Good listening: the child's information increases the understanding of the message presented in the program	12	0	3	2.6	%87
		Respect for the other opinion: by presenting it to the children's group.	9	2	4	2.33	%78
		Collective decision: the image that conveys the discussions taking place among different groups, a factor that helps to change directions.	4	1	10	1.6	%53
Total			25	3	17	2.17	%72
10	influ ence of the majo rity opin ion	Society is based on the human ability to transfer intentions, feelings, information, and experiences from one individual to another.	1	3	11	1.33	%44
		Friends: the success of communication with the nature of the situation in which the child receives information that is consistent with the support of friends.	9	1	5	2.27	%76
Total			10	4	16	1.8	%60
11		Individual: To the extent that the child is successful in communicating with others as well as in life.	8	0	7	2.07	69%
		Group: The effectiveness of persuasive communication depends on the extent to which children accept and respond to that source	9	2	4	2.33	%78

		Role models: The one who enjoys popularity among children can control their behavior and influence their opinions.	6	3	6	2	%67
Total			23	5	17	2.13	%71
12	tech	lighting	6	2	7	1.93	%64
	niqu	Decoration	8	1	6	2.13	%71
	es	Outfits	3	1	11	1.47	%49
Total			17	4	24	1.84	%61
13	Prog ram pres enter	Celebrities: Children are influenced by celebrities and emulate them.	13	1	1	2.8	%93
		Child: The child's personality helps communicate the idea presented in the program.	1	2	12	1.27	%42
		Ordinary Person: An unidentified presenter character.	1	1	13	1.2	%40
		The physiological dimension of personality: fat, short, tall.	0	0	15	1	%33
Total			15	4	41	1.57	%52
14	Musi c and soun ds	Natural sounds: the sound of wind, rain, and water.	4	0	11	1.53	%51
		Synthetic sounds: the sounds of musical instruments.	12	1	2	2.67	%89
		Human voices: songs and chants used in the program.	8	0	7	1.07	%36
Total			24	1	20	2.09	%70
15	Exag gerat ion	Movement: exaggerating physical movements to communicate the idea	13	0	2	1.73	%58
		Pronunciation: Exaggeration in the use of linguistic expressions	14	0	1	2.87	%96
Total			27	0	3	2.8	%93

First: Results

The results of Table (4) indicate that the exaggeration method achieved the highest repetition in the alternative (appears to a large extent) and the largest weighted arithmetic mean with a relative weight of (93%) to be ranked first among the rest of the methods, while (provoking painful situations) achieved the highest repetition in the alternative (appears with a small extent), and the smallest weighted arithmetic mean and relative weight reached (39%), to be ranked last among the

rest of the methods.

The second order, is the (suggestion) method, as it reached a relative weight (79), and the (repetition) method came in the third order, as it reached a relative weight (76). As for the fourth-ranking, each of the (group discussion and shifting) participated, as it obtained a relative weight of (72). As for the fifth ranking, the (opinion leaders) style came, with a relative weight of (71), and the (music and voices) method came in the sixth ranking, with a relative weight of (70), while in the seventh came the method of (the teaching mechanism), as it obtained a relative weight of (68), and the (Stimulating Empathy) method came in the eighth rank, as it reached a relative weight of (65), while in the ninth rank, the (techniques) method came, as it obtained a relative weight of (61), and the (majority opinion effect) method came in the tenth order, as it had a relative weight of (60), while in the eleventh rank came the (evidence) method, as it obtained a relative weight of (54), and the (program presenter) method ranked twelfth, as it had a relative weight of (52), while in the thirteenth and penultimate ranking came the method of (provoking fear), as it got a relative weight of (49), while the latter got (provoking painful situations) a score of (33).

Second: Conclusions

1. It turns out that children's television programs vary in the use of prevailing persuasion methods from episode to episode.
2. Children's television programs were found to have indirectly employed educational and religious aspects.
3. Those in charge of preparing television programs directed at children paid remarkable attention to methods of persuasion through the results of the research, but the employment of these methods was not sufficient, as they are either too many in one episode, or too few and do not meet the purpose in another episode.

Third: Recommendations

1. The need for the Faculty of Fine Arts - Department of Art Education to hold panel discussions on television programs directed to children.
2. Preparing training courses for those in charge of programs to employ persuasion methods in television programs directed to children.
3. Increasing the broadcasting of television programs directed to children in media institutions specialized in the field of children's literature, and employing persuasion methods in the media discourse directed to children.

References

- Austin Raney. Channels of power or influence of television in American politics. 1st Edition, General Cultural Affairs House, Baghdad, 1986.
- Al-Hadidi, Mona Saeed, and Salwa Emam. Media and society. The Egyptian Lebanese House, Cairo, 2004.

- Hassan, Muhammad Shamal. *image and persuasion*. 1st Edition, Dar Al-Afak Al-Arabiya for Publishing, Distribution and Printing, Cairo, 2006.
- Hassanein Shafiq. *Media psychology*. Dar Fikr wa Fann for printing, publishing, and distribution, 2008.
- Hussein, Samir Muhammad. *Advertising*. Dar Alam Al-Kutub, 3rd edition, Cairo, 1984.
- Hussein, Muhammad Abd al-Ridha. *Aesthetics of artistic construction in educational TV programs, Alo Marhaba program as a model*, Al-Academy Magazine, Issue 99, Baghdad, 2021.
- Rabih Hussein, *Creativity in Persuasion Skills*, Dar Al-Helm for Publishing and Distribution, Cairo.
- Al-Sudani, Abdul Karim Hussein. *The Function of Figurative Language in Television Programs*, College of Fine Arts, University of Baghdad, 1996. (unpublished doctoral thesis).
- Alshaar, Muhammad Ratib. *Bachelor's degree in media and communication. Persuasion skills by electronic means. From the consultations of the Syrian Virtual University, Syrian Arab Republic*, 2020.
- Shalal, Fouad Ahmed, *The Communicative Discourse between Form and Content in Commercial Media*, Academic Journal, Issue 86, Baghdad, 2017.
- Saleh, Asma Nuri, *The Role of Children's Programs in Arabic Channels Specialized in Child Education*, 1st Edition, Dar Ghaida for Publishing and Distribution, Amman, 2016.
- Al-Abd, Atef Adly, and Noha Atef Al-Abd, *Public Opinion and Satellite Channels, A Study in Arranging Priorities*, Dar Al-Fikr Al-Arabi, Cairo, 2007.
- Maggie Al-Halawani, *Introduction to Radio, Television and Fadali Art*, International Printing Company, Cairo, 2002.
- Muhammad Ali, Zina Abdel-Hadi, *persuasive methods in television commercial advertising, an analytical study on the two Dubai channels, LBC*, Department of Public Relations, College of Information, University of Baghdad, 2011, (unpublished doctoral thesis).
- Makkawi, Hassan Imad. *Radio Program Production, Theory, and Practice*, Anglo Egyptian Bookshop, Cairo, 1998.
- Al-Mulla, Raed Hussein Abbas, *Persuasion in Mass Communication*, Ministry of Culture, Kurdish Publishing House, Baghdad, 2014.
- Michalik, *Television, and Programs for Children*, translated and prepared by: Dr. Attendant Writer, Media Library (27), Damascus, 2003.
- Nafal, Nazhat Mahmoud, *The Nature of the Relationship between Propaganda Discourse and Political Discourse*, Media Researcher Magazine, Issue 4, Baghdad, 2008.
- Nawaf Adwan, *Children and Television Programs*, Research Journal, No. 18, September, Arab States Broadcasting Union, Baghdad, 1986.
- Mousa, Ghanem Finjan, and Fatima Faleh Ahmed, *Anticipating Resistance to Persuasion*, Vision Media-Viccho, Sweden, 2010.
- Harf, Ghaida Ali, *Employing Mechanisms to Help Remember in Teaching - Voice and Diction as a Model*. College of Fine Arts, University of Baghdad, 2004, (unpublished master's thesis).
- Ray Brown, *Children, and Television*, Sage publications Beverly Hills, U.S.A, 1976
- Young, S. C. (2016). *Brilliant persuasion: Everyday techniques to boost your powers of persuasion*. London: Pearson UK.
- Ebel, R.I, *Essential of Educational of Measurement*, New Jersey, Englewood Cliffs Prentice Hall, 1972.
- Cooper, Jand: *Measurement and Analysis*, 523- The Edition Halt Rinehart and Winton, 1963. • New York