THE INFLUENCE OF YOUTUBE CONSUMPTION ON CHILDREN'S SOCIALIZATION SKILLS FROM AGE THREE TO FIVE

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Abstract: *This research explores the influence of YouTube consumption on the socialization skills of children aged three to five, with the goal of better understanding its impact on cognitive development and social adaption. Using an extensive review of the literature that covers a wide range of perspectives, from media studies to educational psychology, the research makes its way through significant studies to reveal the complex impacts of YouTube videos on children's language development and critical thinking. Supported by two hypotheses, the research aims to explain the intricate connection between children's YouTube usage habits and their actions. Additionally, the methodology involves the distribution of customized questionnaires to parents and children, in order to provide a thorough comprehension of YouTube viewing patterns and behavioral consequences. Through this analysis, the study provides useful insights for parents, educators, and legislators managing their children's media consumption in the digital era, in addition to exposing the changing environment of digital media.*

Keywords: *YouTube content, digital media, preschool education, early childhood, socialization, social adaptation, cognitive development, language development, critical thinking, children's behavior, media consumption, media literacy, parental monitoring, educational videos, interactive learning, creativity, communication skills, child development, educational psychology.*

Влияние просмотра контента на YouTube на формирование навыков социализации у детей в возрасте от трёх до пяти лет

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Аннотация: *Данное исследование посвящено изучению влияния просмотра YouTube на навыки социализации детей в возрасте от трех до пяти лет с целью определения его воздействия на когнитивное развитие и социальную адаптацию. На основе обзора научной литературы, охватывающей исследования в области медиа, психологии и педагогики, анализируется влияние видеоконтента YouTube на развитие речи, критического мышления и поведения детей. Исследование основано на двух гипотезах, раскрывающих взаимосвязь между особенностями использования YouTube и поведением детей. Методология включает проведение анкетирования родителей и детей для анализа моделей просмотра и их поведенческих последствий. Полученные результаты позволяют глубже понять влияние цифровых медиа на детей и предлагают практические рекомендации для родителей, педагогов и специалистов, занимающихся вопросами детского развития и медиапотребления.*

Ключевые слова: *Контент на YouTube, цифровые медиа, дошкольное образование, ранний возраст, социализация, социальная адаптация, когнитивное развитие, речевое развитие, критическое мышление, поведение детей, потребление медиаконтента, медиаграмотность, родительский контроль, образовательные видео, интерактивное обучение, креативность, коммуникативные навыки, развитие ребенка, педагогическая психология.*

Uch yoshdan besh yoshgacha bo‘lgan bolalarning ijtimoiylashuv ko‘nikmalariga YouTube kontentining ta’siri

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Annotatsiya: *Mazkur tadqiqot uch yoshdan besh yoshgacha bo‘lgan bolalarning ijtimoiylashuv ko‘nikmalariga YouTube kontentidan foydalanishning ta’siri, xususan uning kognitiv rivojlanish va ijtimoiy moslashuvga ta’siri masalalarini o‘rganish va aniqlashni maqsad qiladi. Pedagogika va psixologiya sohalaridagi ilmiy adabiyotlar hamda keng qamrovli media tadqiqotlar tahlili asosida YouTube tarmog‘idagi video kontentlarning bolalar nutqi rivoji, tanqidiy fikrlashi va xulq-atvoriga ta’siri yoritildi. Tadqiqot ikki gipotezaga asoslanib, bolalarning ‘YouTube’dan foydalanish odatlari hamda ularning xulq-atvori o‘rtasidagi bog‘liqlikni tahlil qiladi. Shuningdek, maxsus ishlab chiqilgan so‘rovnomalar yordamida ota-onalar va bolalar o‘rtasida o‘tkazilgan so‘rovnoma ularning ‘YouTube’dan foydalanish odatlari va xulq-atvoriga ta’sirini chuqurroq o‘rganish imkonini beradi. Tadqiqot natijalari raqamli media vositalarining bolalar rivojlanishiga ta’sirini yanada chuqurroq anglashga xizmat qiladi hamda ota-onalar, pedagoglar va bolalarning media manbaalardan foydalanish masalalari tatqiqi bilan shug‘ullanuvchi mutaxassislar uchun amaliy tavsiyalarni taqdim etadi.*

Kalitso‘zlar: *YouTube kontenti, raqamli media, maktabgachata'lim, ilk bolalikdavri, ijtimoiylashuv, ijtimoiymoslashuv, kognitivrivojlanish, nutqrivojlanishi, tanqidiyfikrlash, bolalarxulq-atvori, mediadanfoydalanish, media savodxonligi, ota-onanazorati, ta'limiyvideolar, interfaolta'lim, ijodkorlik, muloqotko'nikmalari, bolalarrivojlanishi, pedagogikpsixologiya.*

Children begin learning about the world around them through socializing as soon as they are born. As kids mature, this process assists in their understanding of cultural values and social norms. Kindergarten is a time when kids start to develop their personalities and develop social skills. This formative phase is important because it establishes the framework for their following social growth and adaptation into society.

A study by Nansen and Jayemanne [10] explored the changing role of parents in managing their children’s online content consumption, shifting from direct control to acting as mediators of technology within social networks. Even while YouTube has plenty of interesting and informative videos, it is concerning how easily available harmful content is. Numerous studies have examined through how YouTube content makers create their videos and how children react to these different kinds of content. A wide spectrum of entertainment and educational videos, particularly music videos, were found on many YouTube channels targeted to children’s content. However, some of the videos had content that was inappropriate for kids to watch. For example, another research completed by psychologists from Kerala University, delves into the various effects of widely loved animated series such as “Masha and the Bear” by Oleg Kuzovkov on children’s growth and behavior [2]. While these shows contribute posi-

tively to language development, socialization, imaginative exploration, and cultural understanding, they also present challenges with their portrayal of violence and aggression. However, psychologists research suggests that with mindful guidance and proactive measures, these series can be utilized as effective educational tools, decreasing potential negative impacts on children's behavior and attitudes [2].

There have been few studies focused towards studying the positive effects of YouTube on children's IQ. For example Auliya and Afi Fadlila[3) explore the impact of YouTube videos on toddlers language development. Their research focuses on the significant impact of YouTube videos on toddlers language development. The study by Auliya and Afi Fadlila [3] uses a qualitative descriptive technique to evaluate how children aged two to four years learn language by watching educational YouTube video. The results show that English vocabulary learning varies depending on factors such as involvement level and language preference. Despite the learning experience, they spoke in their native language more clearly and confidently than they spoke English. The study emphasizes the need of parental monitoring and suitable content selection in maximizing YouTube's beneficial influence on early infant language learning [3].

Harper[6] found that nursery rhymes, often called Mother Goose rhymes, are children-oriented traditional songs or poetry. The example of nursery rhymes are the well known "Twinkle, Twinkle, Little Star," and "Mary Had a Little Lamb". His findings suggest that exposing children to nursery rhymes can improve their understanding of sounds within words, aiding in the recognition of language patterns. The author goes on to argue that rhymes are used as an efficient means of delivering important concepts that people are unlikely to forget. Nursery rhymes include silly jingles, funny songs, time for sleep songs, kid-friendly entertainment, riddles, tongue twisters, singing activities, magic spells, toe-counting rhymes, letters in order rhymes, mantras, and "provoking" rhymes.

The study team Maftutah and others [9] writes in the Journal of Childhood Development that kids between the ages of two and eleven are now more interested in viewing videos on the internet than they are in watching television. Most brain cell networks in early infancy impact all aspect of an children's life. Selecting instructional materials and media that children can grasp is very essential.

Jones and Cuthrell [8] completed a research investigation of YouTube Kids content and discovered that it offers a diverse selection of educational videos aimed at supporting learning and skill improvement. It demonstrates that well-designed educational content can improve children's cognitive skills, particularly critical thinking and problem-solving skills. However, the lack of thorough content filtering and strong quality assurance policies on the site may expose children to non-educational or inappropriate materials, by limiting their educational progress.

Belinskaya's [4] study established flexibility and reflexivity as required skills for individual socialization. The flexible criteria include signs of socialization, emotions, and social experience, whereas the ability to reflect requirement is defined by signs such as independence, activity, and recognition. These sets of characteristics are mutually reliant and interconnected. As the researcher noted being adaptable refers to the extent to which an individual is able to effectively adjust to new circumstances, including their social standing and personal identity. Adapting covers both biological and social aspects and can occasionally result in compromising both mental and physical health or differing from the norm. Reflexivity refers to the ca-

pacity to conceptualize while collaborating on a shared outcome, the capacity to critically evaluate these outcomes, and the reliability of one's own judgments in collaborative endeavors. One of the most crucial factors for the development of a child's personality and the construction of their understanding of the world around them is their active participation in precisely designed processes of analysis and reflection Belinskaya's [4].

Hypothesis #1: Children who consume YouTube video that encourages active learning would report greater levels of creativity in comparison with children who consume entertainment-oriented content.

Imagine a child who enjoys instructional sing-alongs or interactive storytelling using vibrant characters on YouTube. Children are encouraged to engage in these films by dancing, singing along, or responding to easy questions, which helps to spark their imagination and creativity. On the other hand, a child might lose hours watching YouTube videos of characters randomly opening boxes and playing with toys; these videos have no educational value and don't require any cognitive attention. The children does not have the chance to engage in interactive learning or critical thinking as they watch these movies in passive observation of repeating activities.

Hypothesis #2: YouTube content exposure positively influences children's social adaptation skills.

When children become involved in YouTube video, it has a beneficial impact on their capacity to adjust to new social circumstances and connect effectively with those around them. Consumption to diverse information on YouTube improves children adaptability and self-awareness, allowing them to adapt to various social situations and contemplate their own actions and interactions. YouTube video functions as an instrument to enhance children's social adaption abilities, helping them with navigating the intricacies of social interactions and cultivating a more profound comprehension of their surroundings.

In the present study, parents will be surveyed to gather information about their children's YouTube viewing habits as well as any apparent behavioral or cognitive changes. To achieve this, a poll with eight questions will be created. Parents whose children between the ages of three and five, that watches internet videos on YouTube will get this questionnaire in kindergarten. In addition, to ensure a comprehensive understanding of children's YouTube watching habits, an additional questionnaire specifically designed for children above three years old will be implemented. It will include four open-ended questions to allow them to freely express their thoughts and experiences regarding their YouTube usage. At daycare pick-up or drop-off times, parents/guardians of those kids who participate will be given the printed survey, which should take no longer than ten minutes to fill out. The questionnaires will be distributed by study assistants, who will also offer filling instructions. In order to answer the poll, parents must provide results of their children's actions that have a direct or indirect connection to their consumption of YouTube video.

Measures

1. How long does your child consume YouTube videos on average each day?

• Less than 1 hour
• 1-2 hours
• 2-3 hours
• 3-4 hours
• More than 4 hours

2. Have you noticed an improvement in your child's problem-solving skills after watching YouTube videos?

• No improvement
• Slight improvement

• Moderate improvement
• Significant improvement
• Exceptional improvement

3. How frequently does your child show curiosity about new topics or ideas from YouTube videos?

• Rarely or never
• Occasionally
• Sometimes
• Often
• Always

4. How often does your child demonstrate adaptability in new social situations after watching YouTube videos?

• Never
• Rarely
• Sometimes
• Often
• Very often

5. How frequently does your child imitate the behavior of characters they see on YouTube, either verbally or physically?

• Never
• Rarely
• Sometimes
• Often
• Very often

6. Do you notice a change in your child's confidence levels when interacting with others after watching YouTube videos?

• No change
• Slight change
• Moderate change
• Significant change
• Drastic change

7. How comfortable is your child in new social situations, such as meeting new people or going to new places?

• Extremely comfortable
• Comfortable
• Neutral
• Uncomfortable
• Extremely uncomfortable

8. Does your child engage in cooperative play or teamwork activities after watching YouTube videos?

• Never
• Rarely
• Sometimes
• Often
• Very often

Questions for children

1. What is your favorite thing to watch on YouTube?

2. Do you like watching videos with songs, stories, or something else?

3. Who is your favorite character from a YouTube video?

4. Can you show me something you learned from a YouTube video?

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