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Examination of “Coco” Animated Movie in terms of the Value of Giving Importance to Family Unity

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Article Type: Research Article

Received Date: 08.05.2023

Accepted Date: 22.10.2023

Published Date: 31.12.2023

Plagiarism: This article has been reviewed by at least two referees and scanned via a plagiarism software

Doi: 10.29329/ijlssse.2023.1074.01

Citation: Şen, E. N., & Tay, B. (2023). Examination of “Coco” animated movie in terms of the value of giving importance to family unity. *International Journal of Life Science and Social Studies Education (IJLSSSE)*, 1(1), 1-40.

Abstract

Animated films, one of the colourful and entertaining elements of the digital world, appeal to the worlds of all individuals, especially children, and have a high power to influence and convey messages to them. The power of animated films to influence children and convey messages is also utilized for educational purposes. The fact that the characters in animated movies are adopted as role models by children makes animated movies an effective tool that can be used especially in values education. The aim of this study is to examine the animated movie “Coco” in terms of the value of giving importance to family unity. The study's data source is the 2017 animated movie “Coco”. In the study, in which qualitative research approach was adopted, document review method was used and the data obtained were subjected to document analysis. The findings obtained from the data analysis revealed that there are scenes with positive and negative features that can be used for the value of giving importance to family unity in the animated movie “Coco”. There were 74 scenes with positive features and 16 codes related to these scenes. On the other hand, scenes with negative features were encountered in a total of 35 places and these scenes were grouped around 8 codes. It is recommended that these scenes be used by classroom teachers and social studies teachers to teach the value of giving importance to family unity.

Keywords: Animated movie, values, giving importance to family unity, Coco.

Introduction

It is seen that the values that enable individuals and societies to lead a healthy life are discussed in many areas; the reasons and solutions for the gradual move away from values, and how and in which ways values education will be realized are frequently on the agenda. One of the fields dealing with values and values education is the field of educational science. It can be said that educational science deals with values and values education in terms of the values that individuals should acquire, the ways and means by which values education can be provided, and the tools that can be used in values education. The effectiveness of the tools that can be used in values education may be related to their high usability and ease of access to them. At this point, the fact that the current age is intertwined with digital elements shows that digital elements can be utilized in values education. Animated films, one of these digital elements, are frequently used in values education with their scenarios, technical features and the messages they carry.

Animation is defined as the art of animating an object, an illusion that creates movement by combining still images (Stephenson, 1973; Taylor, 1999). Originating in the 19th century with toys that made pictures look like they were moving (Şenler, 2005), animation has become one of the indispensable elements of the media today thanks to the gradually developing technology (Özgökbil-Bilis, 2014). It is a known fact that all individuals, whether adults or children, are much more intertwined with media and technologies than before and are under their influence. It can be said that animated films are audio-visual technologies that appeal to the worlds of individuals, especially children, and have a high power to influence them. Animated films can convey emotional reactions, humor, messages and affect the perception of their viewers through character design, backgrounds, color palettes, animation movements and other visual elements, as well as presenting in-depth narratives to their viewers by using perception design principles as well as visual symbols (Çakar & Kaplanoğlu, 2023). In this respect, although animated films appeal to all age groups, it is known that these

films have a special place and impact in the world of children due to some developmental characteristics. As a matter of fact, among television programs in recent years, especially animated films are more preferred by children (Beldağ & Yazar-Kaptan, 2017). The relationship between children and animated films is explained by the fact that animated films prevent children from getting bored by keeping the sense of curiosity alive, that they always end with the victory of the good guys and contain a moral message, that the imaginary dimension in their fiction overlaps with the world of children, and that causality is missing in both children and animated films (Tüzel, 2009). The adventures, cuteness, heroism stories, power and leadership positions, colourful and fancy clothes of the characters in animated films attract children's attention and affect their emotional world (Yazıcı & Aktin, 2018). This connection of animation films with children and their power to convey messages can also be utilized for educational purposes. Animated films, which are highly effective in educational terms, should not be seen only as people's leisure and entertainment tools (Aslan et al., 2021). Although animated films are frequently used outside the classroom, it is also quite common to use these films as a method of controlling behaviour in the classroom (Russel III & Waters, 2013).

Animated films used for educational purposes present the essence of the event to the recipient by simplifying it with symbols and icons, and thus the ease of expression it provides makes it widely used in the field of education (Kaba, 1992). Another reason for the widespread use of animation films in education can be thought to be due to their technical features. Animations, which are accepted as a multi-learning environment, appeal to more than one sensory organ of students. Edgar Dale stated that learning by hearing combined with learning by seeing will create a more effective learning and the more sensory organs involved in learning, the more the retention of information will increase (as cited in Yazıcı, 2008). In this context, it can be stated that with the use of animations for educational purposes, many sensory organs of students will be activated, and permanent learning can be achieved. The use of animations and animated films in educational environments provides many benefits such as attracting students' attention, developing their imagination and creativity, supporting permanent learning, developing their perspectives on different events, showing the difference between right and wrong and the way they behave in society, increasing attitude towards the lesson, academic success and motivation, making lessons more fun, teaching new information and gaining various skills (Aslan, 2020; Daşdemir & Doymuş, 2012; Güvercin, 2010; Handayani et al., 2020; Kanar, 2019; Köşker, 2005). With all these benefits, animated films can also be used in values education. Because the heroes in the movies are adopted as role models by children (Aslan, 2020). Children are positively or negatively affected by the movie heroes they take as role models and reflect their characteristics in their lives through imitation (İşsever, 2008; Yıldırım, 2022). For this reason, it is stated that animation films are effective and functional tools in role modelling, transferring and presenting values, and that animation films have a great share in values education today (Kanar, 2019; Korukcu et al., 2015; Şen, 2020).

Values are meaningful concepts, beliefs and generalized behavioural principles that show individuals what is good, right and beautiful, what is wrong, what to give importance to, direct them to what is desirable, and improve and elevate human life (Aktay & Ekşi, 2009;

Aydın & Akyol-Gürler, 2012; Doğanay, 2015; Hill, 2005; Topal, 2019). In addition, values can be used as a criterion for understanding the general character structure of the society formed by individuals by allowing the character structure of the individual to be defined (Tay & Nalçacı, 2020). It can be said that values, which are a phenomenon reflecting the society, should also be transferred from generation to generation to maintain the continuity and integrity of the society. The importance of values education can be mentioned in the transfer of values that reveal the good, the beautiful, the right, exhibit the characteristics of society, and play a role in protecting its continuity and integrity.

Value education enables individuals to socialize, to actively participate in social life and to adopt and integrate with the culture of society. However, especially in recent years, with the increasing use of negative technology and the increasing globalization of the world, it may be possible to say that values have degenerated both individually and socially. The “loss of values” or “lost values” in the family, school and society are the main reasons for the social problems experienced in society today (Ulusoy & Arslan, 2019). In a period of increasing value erosion, it is necessary to process and remind values repeatedly in order to recall lost values and to protect some of the beauties of the civilization and culture while adapting to the developing world (Yılmaz & Arslan, 2014). It can be said that the value of giving importance to family unity is one of the values that should be repeatedly processed and reminded. As a matter of fact, according to Çavdarıcı (2002), values such as love, respect and cooperation are learned in the family, which is the first educational home of the child; therefore, a healthy family order is also an indicator of a healthy social life.

The family environment is a social environment in which the individual takes place from the moment he/she is born and in which the necessary care and support is provided to him/her for him/her to continue his/her life (Kaymak-Özmen, 2004). A newborn baby encounters the feeling of love for the first time in the family. As he takes his first steps, says his first words, grows day by day and meets life, he is always accompanied by family members. It learns how to love, be loved, share, overcome difficulties, cooperate and cope with life from family members. The sociality of individuals starts among family members, and it is the other members of the family who prepare them for life (Akcan & Akyürek-Tay, 2023). The foundation of many behaviours, good or bad actions, personality and values are laid in the family (Baloğlu & Balgalmış, 2005; Ulusoy & Dilmaç, 2020). The fact that good and bad, right and wrong, right and wrong, and all values first begin to form in the family and continue to develop here may mean that the family is the first place where socialization begins. From this perspective, it can be said that the family is the backbone of society, and the preservation of the family structure is important for the continuation of society. As a matter of fact, the family is the foundation of society, the guarantee of the future, the protector of national and spiritual values, the oldest, safest and most natural social institution (Genç, 2016). For this reason, valuing the family, caring about family members, being sensitive to family life and history, and protecting the integrity of the family should be effective behaviours that every individual should have. Therefore, the value of giving importance to family unity comes to the fore in protecting the family institution, which has an important impact on determining the character of society, and in other words, in ensuring social integrity.

The unity and survival of the family is possible only if family members adopt and protect family values, respect each other's feelings and thoughts, make joint decisions, and provide each other with material and moral support in adverse conditions (Bayırlı, 2018; Tunar, 2017). Many personality traits such as self-confidence and entrepreneurship, especially academic achievement, are positively affected by children who take the necessary responsibilities to ensure the continuation of family unity, care about family unity, and grow up in happy families (Tunar, 2017). All these reveal the importance of the value of giving importance to family unity. Giving importance to family unity means valuing the individual, society and the state, which is the organized state of society (Sağlam, 2014). For this reason, the value of giving importance to family unity is one of the values aimed to be acquired by students in the education process. It can be said that nations transfer their values to future generations through curriculum (Aşkan et al., 2022).

When life science curriculum from the Republic to the present are examined, it is seen that the value of “giving importance to family unity” is included in the objectives, target behaviours/outcomes, skills and concepts of all curriculums, although it is not included as a value. For example, the behavioural statement “division of labour in the family” in the 1968 curriculum, the unit “family life” in the 1995 curriculum, and the outcome “comprehends the importance of family life” in the 2018 curriculum is related to the value of giving importance to family unity. However, in the 2017 Life Science Course Draft Curriculum, giving importance to family unity was included as one of the values to be acquired. When the social studies course curriculum are considered with a similar approach, the statement “gains commitment to family unity” is found in the objectives of the 1968, 1989, 1995 and 1998 curriculums as the equivalent of the value of giving importance to family unity. However, in the 2005 and 2018 Social Studies Curriculum, the value of “giving importance to family unity” is directly included as a value to be acquired by students. As can be understood from this, it can be stated that the value of giving importance to family unity has an important place especially in the curriculum of life science and social studies courses due to the nature, content and objectives of the courses. Therefore, it can be said that there is a need for studies on which content, methods and materials can be used to teach the value of giving importance to family unity especially in these courses.

As mentioned above, animation films are one of the effective tools that can be used in values education. As a matter of fact, each film is shaped around one or a few central values, the values to be given are directly or indirectly supported by auxiliary elements, values can also be given through negative examples, and therefore animated films are shown as a functional tool in value transfer (Korukcu et al., 2015). When the literature was examined, various studies were found in which animation films were examined within the scope of values education. In terms of the values they contain; “Cars 1” (Beldağ and Yazar-Kaptan, 2017; Kanar 2019), “Planes” (Özgökbel-Bilis, 2014), “Kral Şakir Korsanlar Diyarı (King Shakir Pirate Land)” (Hakkoymaz, 2021; Ünal, 2020), “Rafadan Tayfa Göbeklitepe (Rafadan Tayfa Gobeklitepe)” (Hakkoymaz, 2021; Kaçmaz and Kiriş, 2023; Ünal, 2020), “Afacanlar Sınıfı (The Mischievous Class)” (Murat et al., 2019), “Tay (Foal)” (Yıldırım, 2022), “Zootropolis” (Aydoğmuş et al., 2022), “Canım Kardeşim Benim: Uzaylılar mı Gelmiş? (My Dearest Brother: Have Aliens Arrived?)” (Hakkoymaz, 2021; Turhan, 2018), “Bulmaca Kulesi: Dev Kuşun Gizemi (Puzzle Tower Mystery of the Giant Bird)”, “Rafadan Tayfa Dehliz Macerası (Rafadan Tayfa Deep End

Adventure)”, “Doru (Doru)”, “Nane ile Limon: Kayıp Zaman Yolcusu (Nane and Limon: Lost Time Traveler)” (Hakkoymaz, 2021), “Ayas (Ayas)”, “Evliya Çelebi Ölümsüzlük Suyu (Evliya Celebi Water of Immortality)”, “İksir (Elixir)”, “Köstebeğiller: Perili Orman (Mole Family: Haunted Forest)”, “Köstebeğiller: Gölgenin Tılsımı (Mole Family: Talisman of Shadow)” (Turhan, 2018), “Wall-E”, “Finding Nemo”, “Up”, “The Lion King”, “How to Train Your Dragon”, “Shrek”, “Ratatouille”, “Toy Story”, “The Incredibles”, “Monsters, Inc.” (Korukcu et al., 2015), “30 Ağustos Zafer Bayramı (August 30 Victory Day)” (Çeken and Şen, 2023) animated movies were examined. In addition, it was observed that the animated movie “The Mitchells vs. The Machines” was also analyzed in terms of values (Akcan and Akyürek-Tay, 2023), but this study focused only on the value of “giving importance to family unity”. In this study, the animated movie “Coco” was analyzed with a similar approach, focusing on the value of giving importance to family unity. Because children need help decoding the codes of animated films, the necessity of defining the films, analyzing their storytelling styles, revealing how they re-present popular culture (Hofmann, 2018), and paying attention to the selection of animated films to set an example in value transmission (Albayrak and Kartal, 2020) were effective in the analysis of the film. Another reason why the animated movie “Coco” was subjected to research on the value of giving importance to family unity was the subject and scenario of the movie.

The animated movie “Coco”, which was analyzed within the scope of the research, is an animated, family, fantasy and music genre movie made in 2017 and attracted great interest all over the world. The movie tells the story of 12-year-old Miguel, who goes against family traditions and pursues to become a musician, and his adventure to unravel the secrets of his family's past. The general framework of the movie is “Dia de Muertos”, or “Ancestor’s Day”, which is celebrated by Spaniards and Latin Americans to remember family members who have passed away. Miguel, the main character of the movie, wants to become a musician, a profession forbidden by his family, instead of a shoemaker, a family tradition. One day, while trying to borrow the guitar of a musician he admires and thinks is his grandfather, he finds himself in the land of his ancestors. A journey that will reveal unknown facts about her family awaits her here. Therefore, when the fiction of the animated movie “Coco” is evaluated in a general framework, it can be said that the movie contains many messages about family dynamics.

It is known that the family has existed in every society throughout history and is one of the most important and most valued social groups. Studies examining the works of Turkish culture show that the value of giving importance to family unity has an important place in Turkish history and culture (Yıldırım & Demirel, 2019; Yiğittir, 2014). In this direction, it can be stated that the commemoration of these departed family members in the fiction of the animated movie “Coco” has an important place in Turkish culture. As a matter of fact, it is known that grave visits have been among the nawruz traditions of the Turks since ancient times (Alm, 2009). The fact that graves and cemeteries are visited collectively by the people all over the Turkic world on the days of eve or religious holidays (Güngör, 2007) shows that this tradition continued after the Turks accepted Islam. However, it can be stated that “Dia de Muertos” in the movie is similar to the “Ölü Bayramı (Feast of the Dead)” (Sağır, 2013), which is celebrated by visiting graves one or two days before nawruz as a tradition in Turkey,

especially in Iğdir province. This similarity between cultures may mean that the scenes in the movie about the value of giving importance to family unity can also be used in the context of Turkish culture and values. At the same time, it can be thought that the scenes with positive and negative features identified in the movie will be effective material for courses such as life science and social studies where the value of giving importance to family unity can be gained. In this context, the purpose of the study was to examine the animated movie “Coco” in terms of the value of giving importance to family unity and the following questions were sought in line with this purpose:

1. Which scenes in the animated movie “Coco” have positive features that can be used for the value of giving importance to family unity?

2. Which scenes in the animated movie “Coco” have negative features that can be used for the value of giving importance to family unity?

Method

Research Design

In this study, a qualitative research approach was adopted. Qualitative research is one of the ways of producing knowledge that human beings have developed to unravel their own secrets and explore the depths of the social systems they have shaped with their own efforts (Özdemir, 2010). Qualitative articles and reports frequently make an effort to reflect the particular world in the excerpt and narrative (Bogdan & Biklen, 2022). It can be said that animations are a part of the social system that humans are trying to shape and products that affect this system. Animations, which are narratives with their scenarios, contain numerous messages. The animated movie “Coco” contains many messages with its plot, script and images. One of these messages was thought to be related to the value of giving importance to family unity, and it was aimed to examine the animated movie “Coco” in terms of its reflection of the value of giving importance to family unity. Therefore, the study was designed with a qualitative research approach. In qualitative research, which reveals events and phenomena realistically and holistically in their environment, data are obtained through qualitative data collection methods such as observation, interview and document review (Symon & Cassel, 2004). According to Bowen (2009), documents subject to qualitative research consist of text and images recorded without the intervention of the researcher. Animations are one of the documents created through text and images. The animated movie “Coco” was considered as a document that could be used to teach the value of giving importance to family unity and the document review method was used in the study. The document review method is a scientific method that includes the processes of accessing the sources that constitute the data set of the research, reviewing and analyzing the sources accessed and analyzing them (Özkan, 2021). The animated film “Coco” was subjected to document analysis (Corbin and Strauss, 2008), which can be used to analyze and evaluate printed and electronic materials.

Data Source

The data source of the study is the animated movie “Coco”. The 2017 movie “Coco” is in the genres of animation, family, fantasy and music. The family of Miguel, the protagonist of the movie, is against music because of a family issue that happened many years ago. But unlike

his family, Miguel dreams of becoming a musician. One day, while trying to borrow the guitar of Ernesto de la Cruz, a musician he admires, he finds himself in the land of his ancestors. Here he embarks on an adventure that will reveal unknowns about his family's past and traditions. Therefore, the theme of the movie is built on the importance and meaning of being a family. The movie “Coco” was chosen as the data source in the study because the movie appeals to both children and adults, has a high IMDb score, has received many awards, contains messages about family unity and protecting the past, and is closely related to the value of giving importance to family unity. The imprint information of the animated movie “Coco” is presented in Table 1.

Table 1.

Imprint Information of “Coco” Animated Movie

Feature	Explanation
Name	Coco
Production year	2017
Country	USA
Language	English
IMDb score	8.4
Duration	105 minutes
Genre	Animation, family, fantasy, music
Plot	The adventure of a 12-year-old boy who defies family tradition to become a musician, unraveling the secrets of his family's past and proving his talent
Director	Lee Unkrich
Producer	Darla K. Anderson
Writers	Adrian Molina, Matthew Aldrich

The animated movie “Coco” is based on the story of a large family. The characters in the movie are related to each other. The main characters in the movie are shown in Figure 1.

Figure 1.

Main Characters in the Animated Movie “Coco”

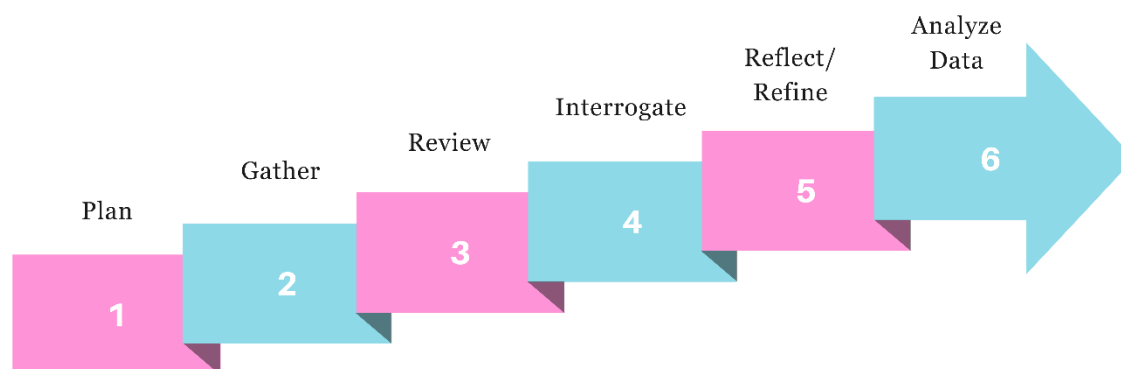


Research Process

The research was conducted by following the document analysis steps (plan, gather, review, interrogate, reflect/refine, analyze data) suggested by O'leary (2004).

Figure 2.

The Process Followed in the Research



Plan

O’leary (2004) states that this step involves creating a list of documents to be analyzed, obtaining ethical approval for documents that are considered sensitive, conducting preliminary studies to determine whether they will be accessible, considering and planning for any translation needs, developing an appropriate sampling strategy if there are too many documents to analyze, and thinking about what kind of data is to be collected from the documents. In this step, documents were identified in line with the purpose of the study. The document is the animated movie “Coco”. The movie does not require ethical approval as it is published on a platform accessible to everyone. It was determined that the Turkish dubbed version of the movie was accessible. Since the animated movie “Coco” will be used as the only document in the study, sampling was not used. It was aimed to collect text and image type data from the movie.

Gather

This step involves collecting relevant documents, developing and implementing a plan for organizing and managing documents, and creating annotated copies of the original documents (O’leary, 2004). The animated movie “Coco”, which is the document of the study, was accessed from the digital broadcasting platform “Disney Plus (Disney+)” of the Walt Disney Company, the production company of the movie. Since the movie was released on an accessible platform and could be watched repeatedly, no copy was created.

Review

In this step, the validity and reliability of the document should be determined, its agenda should be explored, and any bias should be checked (O’leary, 2004). In this context, the authenticity of the document was addressed. Checking the authenticity of the document proves both the reliability of the research and the ethical behaviour of the researcher (Yıldırım & Şimşek, 2021). While determining the authenticity, it should be examined whether the document has a consistent structure by taking into account issues such as the history of the document, periodical conditions and opportunities, and the motives and prejudices of the authors (Sözer & Aydın, 2020). The fact that the animated movie “Coco”, which was used as a document in the research, was accessed from the official website of the Disney Plus platform

was accepted as evidence that the movie was original. The subject of the movie was examined in detail and no situation that could be characterized as prejudice was encountered. As a result, it was determined that the “Coco” animated movie, which is the document of the research, is valid and reliable.

Interrogate

The procedures to be carried out in the fourth step include extracting background information about the author, target audience, purpose, and style, exploring the content, searching for purposeful findings (what the document wants to tell) and non-purposeful findings (everything else that can be inferred from the document) (O’leary, 2004). In this step of the research, the imprint information of the animated movie “Coco” was extracted. The movie was watched and questioned repeatedly to explore the content of the document. The main message of the movie and other messages that could be extracted from the movie were identified.

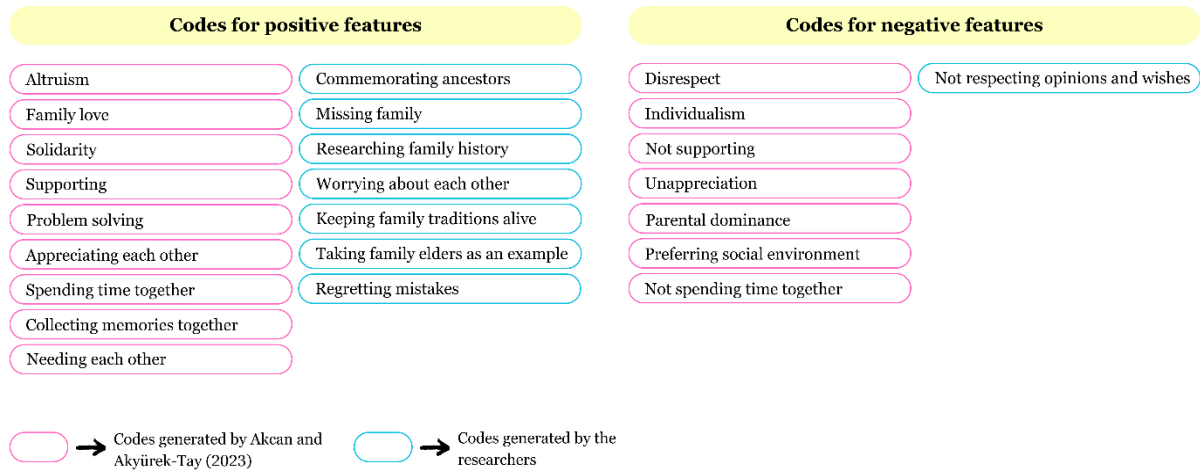
Reflect/Refine

According to O’leary (2004), in this step document analysis should be seen as an iterative and continuous process, reflecting on the challenges associated with collecting data, reviewing sources and exploring content. In addition, modifying the plan based on reflection, collecting, reviewing and questioning additional documents when necessary are other procedures to be carried out in this step. The work plan was continually refreshed to take into account new information obtained through literature reviews and the discovery of the film's content, as well as situations that developed during the research.

Analyze Data

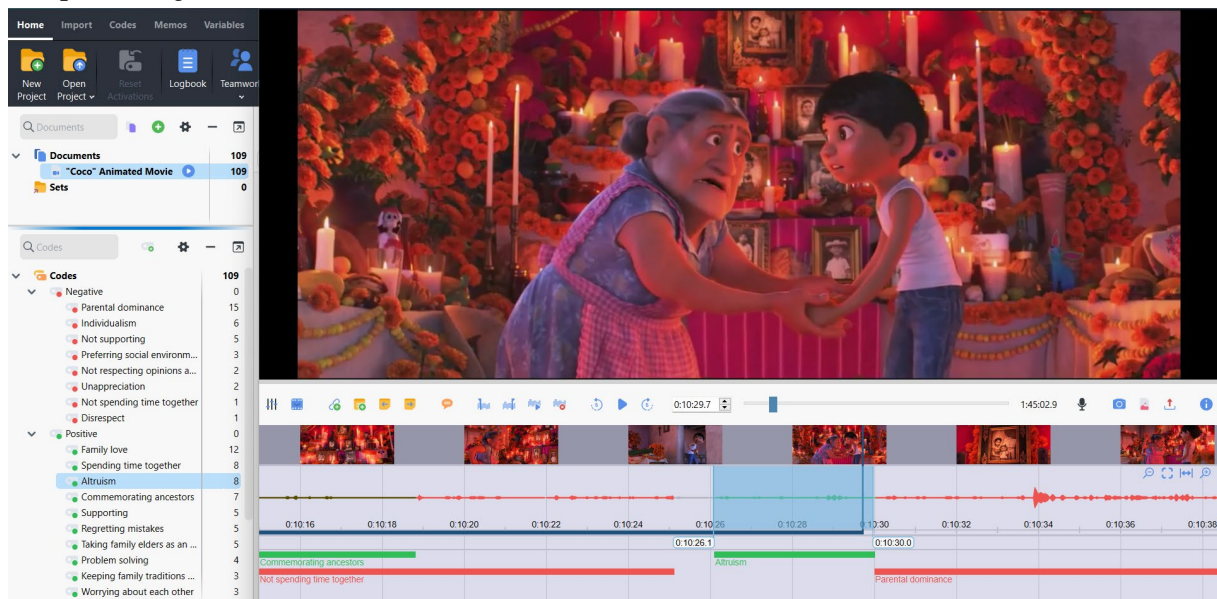
The final step is data analysis. After evaluating the nature, authenticity and artificiality of the document, the researcher should create a systematic for coding and cataloguing (Merriam, 2013). An open approach was preferred in determining the categories and codes to be used in the study. The approach in which the categories are not predetermined but are determined by considering and reviewing the message elements is called the open approach (Bilgin, 2006). The animated film “Coco” was analyzed in accordance with the open approach and the findings were generated. At this stage, the free-marginal kappa coefficient for the reliability of the categories and codes created by the two researchers was calculated as .92. The fact that this value is above .70 indicates a sufficient level of agreement between the researchers. While the study was in the publication process, it was seen that the categories and codes used in the study conducted by Akcan and Akyürek-Tay (2023) on the value of giving importance to family unity were similar to those found in this study. Therefore, the analyses in this study were reviewed again. The free-marginal kappa value was calculated again for the analyses performed independently by the two researchers. The calculated coefficient of concordance coefficient value of .98 indicates that the agreement between the researchers is at a sufficient level. In accordance with the level of agreement, the categories and codes were named as shown in Figure 3.

Figure 3.
Codes Used in the Research



The MAXQDA 24 program was used to analyze the film. Categories and codes were entered into the code system of the program and associated with the relevant scenes. A sample visual for the coding is presented below.

Photo 1.
Sample Coding



As a result of the analysis, the scenes with positive and negative features in the animated film were presented in tables and figures with frequency values, and the data were interpreted. To support the interpretations, sample quotations from the movie and the QR code of one of the relevant scenes for each code (feature) were included.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Since the research was conducted with publicly available documents, it does not require ethics committee approval.

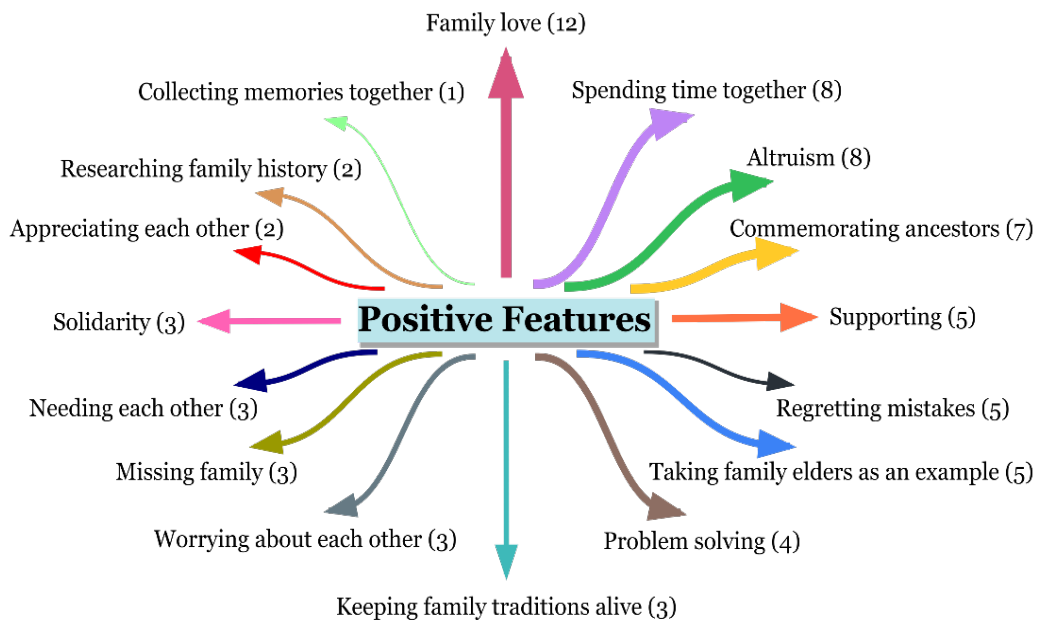
Findings

Findings Related to the First Sub-Problem

The first sub-problem of the research is “Which scenes in the animated movie ‘Coco’ have positive characteristics that can be used for the value of giving importance to family unity?”. The codes and frequencies of the scenes with positive features that can be used for the value of giving importance to family unity in the animated movie “Coco” are shown in Figure 4.

Figure 4.

Scenes with Positive Features that can be Used for the Value of Giving Importance to Family Unity in “Coco” Animated Movie and Their Frequency of Appearance



















When Figure 4 is examined, it is seen that there are 74 scenes with positive characteristics that can be used for the value of giving importance to family unity in the animated movie “Coco” and these scenes are gathered around 16 codes. The positive characteristic with the highest number of scenes is family love (12). This is followed by scenes about spending time together (8), altruism (8), commemorating ancestors (7), supporting (5), regretting mistakes (5), taking family elders as an example (5), problem solving (4), keeping family traditions alive (3), worrying about each other (3), missing family (3), needing each other (3), solidarity (3), appreciating each other (2) and researching family history (2). Collecting memories together (1) is the positive trait with the least number of scenes in the movie.

The time intervals of the scenes with positive features and the QR codes of the sample scenes are presented in Table 2.

Table 2.

Time Intervals of Scenes with Positive Features that can be Used for the Value of Giving Importance to Family Unity in the Animated Movie “Coco” and QR Codes of Sample Scenes

Codes	Time intervals of scenes			QR codes for sample scenes
Family love	0:08:19-0:08:25	1:01:34-1:01:42	1:24:01-1:24:19	
	0:09:48-0:09:55	1:13:08-1:13:35	1:26:28-1:26:38	
	0:23:24-0:23:46	1:16:20-1:16:31	1:32:09-1:32:25	
	0:28:40-0:28:42	1:17:16-1:17:19	1:34:37-1:35:08	
Spending time together	0:01:15-0:01:27	1:01:53-1:02:19	1:33:02-1:33:14	
	0:03:06-0:03:38	1:03:43-1:03:50	1:35:30-1:36:03	
	0:55:58-0:56:05	1:12:24-1:13:35		
Altruism	0:01:56-0:02:10	1:13:48-1:14:01	1:20:11-1:20:26	
	0:10:26-0:10:30	1:16:59-1:17:02	1:27:44-1:28:24	
	0:55:58-0:56:13	1:18:28-1:18:38		
Commemorating ancestors	0:02:51-1:03:06	1:29:11-1:29:48	1:33:46-1:34:15	
	0:09:57-0:10:19	1:30:36-1:32:09		
	0:14:24-1:14:36	1:32:34-1:33:14		
Supporting	0:10:41-0:10:57	0:24:15-0:24:20	1:18:38-1:18:51	
	0:15:29-0:15:36	1:03:10-1:03:17		
Regretting mistakes	1:09:55-1:10:15	1:17:10-1:17:25	1:29:58-1:30:13	
	1:10:17-1:10:56	1:18:10-1:18:24		
Taking family elders as an example	0:16:55-0:17:06	0:21:03-0:21:34	1:01:04-1:01:17	
	0:17:28-0:17:35	0:41:57-0:42:01		
Problem solving	1:17:10-1:17:25	1:17:34-1:18:08		
	1:17:25-1:17:34	1:29:58-1:30:13		
Keeping family traditions alive	0:02:28-0:02:42	0:17:28-0:17:35	0:03:55-0:03:58	
Worrying about each other	0:22:17-0:22:24	1:27:44-1:28:24	1:16:45-1:16:50	
Missing family	1:10:36-1:10:38	1:12:32-1:12:43	1:11:46-1:12:06	
Needing each other	0:23:57-0:24:00	0:33:56-0:34:05	0:29:48-0:30:11	
Solidarity	0:14:41-0:14:49	1:20:00-1:21:32	1:24:44-1:24:58	
Appreciating each other	1:01:04-1:01:42	1:14:10-1:14:42		
Researching family history	0:16:29-0:17:03	1:10:54-1:11:35		
Collecting memories together	1:32:26-1:32:58			

Sample dialogues regarding the scenes with positive features that can be used for the value of the giving importance to family unity in the film are as follows:

Family love (min. 1:24:01)

Mama Imelda: Miguel, I give you my blessing. To go home, to put up our photos and to never...

Miguel: Never play music again.

Mama Imelda: To never forget how much your family loves you.

Spending time together (min. 0:01:15)

Miguel: See, a long time ago, there was this family. The papa, he was a musician. He and his family would sing and dance and count their blessings.

Altruism (min. 1:18:28)

Mama Imelda: Miguel, if we help you get his photo, you will return home? No more music?

Miguel: Family comes first.

Commemorating ancestors (min. 1:33:46)

Miguel: (pointing to the photos to the baby in her hug) And that man is your Papa Julio. And there's Tia Rosita and your Tia Victoria. And those two are Oscar and Felipe. These aren't just old pictures, they're our family and they're counting on us to remember them.

Supporting (min. 0:15:29)

Miguel: But what if I'm no good at making shoes?

Papa: Ah, Miguel. You have your family here to guide you.

Regretting mistakes (min. 1:18:10)

Mama Imelda: I wanted to forget you. I wanted Coco to forget you too, but...

Hector: This is my fault. Not yours. I'm sorry, Imelda.

Taking family elders as an example (min. 0:41:57)

Hector: Why the heck would you want to be a musician?

Miguel: My great-great-grandpa was a musician.

Problem solving (min. 1:29:58)

Papa: What's gotten into you?

Miguel: (hugs his father crying)

Papa: I thought I'd lost you, Miguel.

Miguel: I'm sorry, Papa.

Mama: (hugging them) We're all together now. That's what matters.

Keeping family traditions alive (min. 0:02:28)

Miguel: Then she taught her daughter to make shoes. And later, she taught her son-in-law. Then her grandkids got roped in. As her family grew, so did the business.

Worrying about each other (min. 1:16:45)

Mama Imelda: Mijo, I was so worried! Thank goodness we found you in time. (they hug)

Missing family (min. 1:12:32)

Hector: (looking at her daughter's photo) No matter how far apart we were. What I wouldn't give to sing it to her one last time.

Needing each other (min. 0:23:57)

Papa Julio: We need Mama Imelda. She'll know how to fix this.

Solidarity (min. 1:20:00)

Miguel: Everyone clear on the plan?

Tia Victoria: Find Hector's photo.

Papa Julio: Give it to Miguel.

Mama Imelda: Send Miguel home.

Hector: Get your petals? (everyone shows the petal in their hand)

Appreciating each other (min. 1:01:04)

Miguel: I'm Miguel. Your great-great-grandson.

Ernesto de la Cruz: I have a great-great-grandson?

Miguel: I need your blessing so I can go back home and be a musician. Just like you. The rest of our family, they wouldn't listen. But I hoped you would.

Ernesto de la Cruz: My boy, with a talent like yours, how could I not listen?

Miguel: (hugs running)

Ernesto de la Cruz: (takes Miguel on his shoulder) I have a great-great-grandson!

Researching family history (min. 1:10:54)

Hector: My Coco.

Miguel: Coco? (takes the photo out of his pocket and shows it)

Hector: Where did you get this?

Miguel: (pointing to the people in the photo) That's my Mama Coco. That's my Mama Imelda. Is that you?

Hector: We're...

Hector and Miguel: (at the same time) Family?

Collecting memories together (min. 1:32:26)

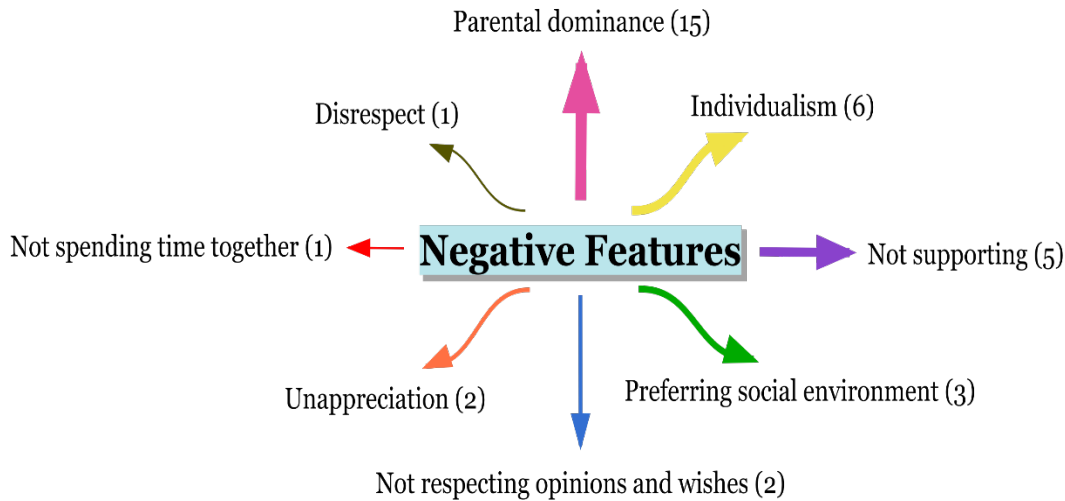
Mama Coco: (takes out a notebook from the drawer) I kept his letters. Poems he wrote me. And... (takes out a photo of his father from the notebook and hands it to him)

Findings Related to the Second Sub-Problem

The second sub-problem of the study is “Which scenes in the animated movie “Coco” have negative features that can be used for the value of giving importance to family unity?”. The codes of the scenes with negative features that can be used for the value of giving importance to family unity in the animated movie “Coco” and their frequency of occurrence are shown in Figure 5.

Figure 5.

Scenes with Negative Features that can be Used for the Value of Giving Importance to Family Unity in “Coco” Animated Movie and Their Frequency of Appearance











When Figure 5 is examined, it is seen that there are a total of 35 scenes with negative characteristics that can be used for the value of giving importance to family unity in the animated movie “Coco” and these scenes are gathered around 8 codes. Parental dominance (15) is the negative characteristic with the highest number of scenes in the movie. This is followed by scenes related to individualism (6), not supporting (5), preferring social environment (3), not respecting opinions and wishes (2) and unappreciation (2). Not spending time together (1) and disrespect (1) are the negative traits with the least number of scenes in the movie.

The time intervals of the scenes with negative features and the QR codes of the sample scenes are presented in Table 3.

Table 3.

Time Intervals of Scenes with Negative Features that can be Used for the Value of Giving Importance to Family Unity in the Animated Movie “Coco” and QR Codes of Sample Scenes

Codes	Time intervals of scenes			QR codes for sample scenes
Parental dominance	0:03:38-0:03:54	0:09:03-0:09:44	0:29:11-0:29:25	
	0:04:00-0:04:08	0:10:30-0:10:41	0:30:48-0:30:57	
	0:06:45-0:07:00	0:13:34-0:13:45	0:31:45-0:31:54	
	0:07:16-0:08:31	0:14:57-0:15:44	0:55:04-0:55:12	
	0:08:41-0:08:57	0:17:07-0:18:09	0:30:15-0:30:32	
Individualism	0:01:49-0:01:54	0:31:31-0:31:37	1:03:17-1:03:24	
	0:04:08-0:04:36	0:56:06-0:56:25	1:08:35-1:08:58	
Not supporting	0:06:29-0:06:43	0:31:37-0:31:45	1:01:12-1:01:25	
	0:21:16-0:21:21	0:56:25-0:56:44		
Preferring social environment	0:01:34-0:01:41	0:18:05-0:18:44	1:02:46-1:03:24	
Not respecting opinions and wishes	0:09:20-0:09:36	0:55:27-0:55:38		
Unappreciation	0:11:34-0:11:55	0:17:04-0:17:16		
Not spending time together	0:09:57-0:10:25			
Disrespect	0:17:48-0:17:57			

Sample dialogues regarding the scenes with negative features that can be used for the value of the giving importance to family unity in the film are as follows:

Parental dominance (min. 0:31:45)

Mama Imelda: Don't make this hard, Mijo. You go home my way or no way.

Miguel: You really hate music that much?

Mama Imelda: I will not let you go down the same path he did.

Individualism (min. 1:03:17)

Ernesto de la Cruz: You and I, we're artists, Miguel. We can't belong to one family. The world is our family!

Not supporting (min. 0:56:25)

Mama Imelda: Now you must make a choice.

Miguel: But I don't want to pick sides. Why can't you be on my side? That's what family's supposed to do. Support you. But you never will. (turns around and leaves)

Preferring social environment (min. 0:01:34)

Miguel: (father) And one day, he left with his guitar and never returned.

Not respecting opinions and wishes (min. 0:55:27)

Mama Imelda: I'm trying to save your life.

Miguel: You're ruining my life.

Mama Imelda: What?

Miguel: Music's the only thing that makes me happy. And you want to take it away. You'll never understand.

Unappreciation (min. 0:17:04)

Miguel: (enthusiastically) I'm gonna be a musician!

Grandma: (Miguel's guitar and other musical instruments are thrown on the floor) What is all this? You keep secrets from your own family?

Tio Berto: It's all that time he spends in the plaza.

Tia Gloria: Fills his head with crazy fantasies.

Not spending time together (min. 0:09:57)

Grandma: Dia de los Muertos is the one night of the year our ancestors can come visit us. We've put their photos on the ofrenda so their spirits can cross over. That is very important. If we don't put them up, they can't come. We made all this food, set out the things they loved in life, Mijo. All this work to bring the family together. I don't want you sneaking off to who knows where.

Miguel: (tries to get away unseen)

Grandma: Where are you going?

Miguel: I thought we were done.

Disrespect (min. 0:17:48)

Grandma: You want to end up like that man? Forgotten? Left off your family's ofrenda?

Miguel: I don't care if I'm on some stupid ofrenda! (the whole family is surprised)

Discussion and Conclusion

In this study, in which the animated movie “Coco” was analyzed in terms of the value of giving importance to family unity, the scenes of the movie with positive and negative features that can be used for the value of giving importance to family unity were identified. A total of 74 scenes with positive features can be used for the value of giving importance to family unity and 16 codes belonging to these scenes were identified. These codes are as follows: “family love, spending time together, altruism, commemorating ancestors, supporting, regretting mistakes, taking family elders as an example, problem solving, keeping family traditions alive, worrying about each other, missing family, needing each other, solidarity, appreciating each other, researching family history and collecting memories together”. In the literature, it is stated that the Turkish family structure is generally built on emotional closeness, respect, love, solidarity, sharing good feelings, tolerance, mutual sacrifice, sharing responsibility, loyalty and moral values and that these features have an important place in the family (Bayer, 2013; Erkal, 1993; Erol, 2022). From this point of view, it can be said that the positive features that can be used

for the value of giving importance to family unity in the animated movie “Coco” reflect the value of giving importance to family unity, and therefore, these scenes of the movie can be used as a tool for teaching the value of giving importance to family unity.

The study found that the themes of “altruism, family love, solidarity, supporting, problem solving, appreciating each other, spending time together, collecting memories together, needing each other” determined for the scenes with positive features that can be used for the value of giving importance to family unity in the animated movie “Coco” are also applicable to “The Mitchells vs. The Machines” (Akcan & Akyürek-Tay, 2023). In this respect, it can be said that the characteristics identified in the study overlap with literature. In addition, it was determined that the codes of “commemorating ancestors, missing family, researching family history, worrying about each other, keeping family traditions alive, taking family elders as an example, and regretting mistakes” were not included in the movie “The Mitchells vs. The Machines”. The codes (features) of “commemorating ancestors, researching family history, keeping family traditions alive and taking family elders as an example” that emerged in this study, which is different from the aforementioned study, can be explained by the fact that the subjects of the films are different from each other and the animated movie “Coco” is directly related to the characteristics such as remembering family elders who lived in the past, researching family history and keeping family traditions alive. However, it can be said that the scenes in the movie “Coco” about “commemorating ancestors, researching family history, keeping family traditions alive and taking family elders as an example” are important for children. Because it can be thought that children who commemorate their ancestors, research family history, keep family traditions alive, and look up to family elders will be more deeply connected to their families and will reflect the characteristics they acquire in this way to their social life.

“Family love” was the most common positive feature among the scenes that could be used for the value of giving importance to family unity in the animated movie “Coco”. It can be said that the high number of scenes related to family love increases the usability of the movie for the value of giving importance to family unity. As a matter of fact, children who grow up in an environment of family love believe that they are valuable, are at peace with their environment, hold on tightly to life, develop their abilities to learn, love, discover and find, have a successful and happy personality, are filled with love for life, and continue their lives as individuals with strong character and self-confidence (Adıgüzel, 2020; Deveci & Akpınar, 2022). After family love, “spending time together” and “altruism” are the positive features that have the most scenes in the movie. Family members spending time and communicating with each other in the same environment is shown as the easiest way to solve problems (Güleç, 2018). At the same time, it is stated that it is important for individuals to complement each other in the family, to compensate for each other's deficiencies and to think for each other, and that sacrifice is a building block in all relationships, especially in family relationships (Akın & Baloğlu, 2019). However, it can be stated that the changing society and family structure decreases communication within the family and increases individualism. For this reason, it can be thought that the high number of scenes related to “spending time together” and “altruism” in the animated movie “Coco” will enable children to understand the importance of spending time with the family and making sacrifices for the family, and thus strengthen their family

integrity. In the study conducted by Akcan and Akyürek-Tay (2023), it was observed that the characteristics of “family love, sacrifice and spending time together” constituted three of the four codes that appeared in most scenes in the movie “The Mitchells vs. The Machines”. The fact that the features of “family love, altruism and spending time together” were prominent in both studies may be an indication that these features can be used as positive features for the value of giving importance to family unity.

As a result of the study, a total of 35 scenes with negative features related to the value of giving importance to family unity were found in the animated movie “Coco” and these scenes were grouped around 8 codes. These codes are “parental dominance, individualism, not supporting, preferring social environment, not respecting opinions and wishes, unappreciation, not spending time together and disrespect”. Among these characteristics, “parental dominance, preferring social environment, not spending time together, individualism, unappreciation, not supporting and disrespect” were also found in the animated movie “The Mitchells vs. The Machines” (Akcan & Akyürek-Tay, 2023). However, it is seen that the code of “not respecting opinions and wishes” identified in this study was not created in this study.

In a healthy family, there is a healthy communication between family members and family members approach each other with care and love, spend time together, feel loyalty to each other, are happy with each other's existence, are successful in resolving conflicts, accept each other as they are, appreciate each other, have common tastes, express their ideas and feelings to each other freely and joke about family events (Canel, 2012). It is possible to say that families with the opposite of these characteristics will have an unhealthy structure. It can be said that the fact that family members do not support each other, do not appreciate each other, and do not spend time together will damage the family structure, shake the family to its foundations and create problems in terms of protecting the integrity of the family.

“Parental dominance” is the negative trait with the highest number of scenes in the animated movie “Coco”. It can be said that parents’ oppressive attitudes can harm the family, family relationships and family members. As a matter of fact, it is stated that parental attitudes affect children's personality traits, social lives, parental behaviours they will exhibit in the future, and even academic achievements (Gökler & Atamtürk, 2021). The oppressive and authoritarian attitudes of families cause children to grow up as depressed, timid and fearful people and to have difficulty in establishing relationships with other people (Kaya, 1997). In this direction, it can be stated that showing the scenes with negative features related to the value of giving importance to family unity in the movie to children alone and without explanation will have negative effects on children. When the whole movie is watched, it is seen that the scenes with negative features are turned into positive ones towards the end of the movie, mistakes are regretted, and lessons are learned. Considering that values can also be given through negative examples (Korukcu et al., 2015), it can be said that showing these scenes to children with explanations or watching the whole movie will support them to obtain positive gains related to the value of giving importance to family unity.

When the animated movie “Coco” is evaluated in a general framework, it is seen that there are 109 scenes in the movie that can be used for the value of giving importance to family

unity, and the scenes with positive features are more than the scenes with negative features. At the same time, scenes with negative features were turned into positive ones towards the end of the movie and turned into a tool to convey positive messages. Similarly, in the animated film “Cars 1”, it was determined that the negative examples identified concerning values took a positive direction with the regret or apology of the heroes of the film, and negative behaviors were criticized in some way and positive ones were suggested (Beldağ & Yazar-Kaptan, 2017). Likewise, in the movie “Zootropolis”, negative features related to values were identified, but it was seen that these features were transformed into positive ones in the movie (Aydoğmuş et al., 2022). In this context, it can be said that scenes with positive features can be used for the value of giving importance to family unity directly, and scenes with negative features can be used for the value of giving importance to family unity by examining them in more detail, integrating them with positive scenes, if any, and associating them with the end of the film.

As in this study, it is seen that scenes related to the value of giving importance to family unity are also found in various animated films analyzed in terms of the values they contain. For example, the value of giving importance to family unity is also included in the animated movie “Kral Şakir Korsanlar Diyarı (King Shakir Pirate Land)” (Ünal, 2020). It is stated that the subject of the animated movie “Tay (Foal)” is mother love and son love, the movie starts with mother love and ends with the reunion of mother and son, which shows the importance of family and draws attention to the love between family members (Yıldırım, 2022). “Ayas”, “Canım Kardeşim Benim: Uzaylılar mı Gelmiş? (My Dearest Brother: Have Aliens Arrived?)”, “Evliya Çelebi Ölümsüzlük Suyu (Evliya Celebi Water of Immortality)”, “İksir (Elixir)”, “Köstebeğiller: Perili Orman (Mole Family: Haunted Forest)” and “Köstebeğiller: Gölgenin Tılsımı (Mole Family: Talisman of Shadow)” animated movies in terms of the values they contain, the most common value in the analyzed movies was love of family, animals and nature under the title of love, especially in “Canım Kardeşim Benim: Uzaylılar mı Gelmiş? (My Dearest Brother: Have Aliens Arrived?)” and “İksir (Elixir)” movies, it was stated that the love of family was much more predominant in the value of love (Turhan, 2018). Similarly, it is seen that the value of “family security” is covered in the animated movies “Finding Nemo” and “The Incredibles” (Korukcu et al., 2015). Kanar (2019) also concluded that the value of family unity was included in the animated movie “Cars 1”. As can be understood from this study and other studies, content related to the value of giving importance to family and family unity is included in many movies. It can be said that the value of giving importance to family unity can be taught to children through the animated movie “Coco”, which is one of these movies, and that the movie can be an effective tool that can be used in courses such as life science and social studies that focus on the value of giving importance to family unity.

Recommendations

Based on the results obtained in the study, the following suggestions can be made:

It was concluded that there are 16 positive features that can be used for the value of giving importance to family unity in the animated movie “Coco” and a total of 74 scenes related to these features. Therefore, it can be suggested that classroom teachers and social studies teachers should use these scenes or all of the movie to teach the value of giving importance to family unity.

In the study, 8 negative features that can be used for the value of giving importance to family unity in the animated movie “Coco” and a total of 35 scenes related to these features were identified, however, it was seen that the negative scenes were turned into positive scenes in the movie. In this direction, it can be suggested to classroom teachers and social studies teachers to use these scenes of the movie by creating a discussion environment with students, providing a more detailed examination, associating them with positive scenes and the end of the movie in order to gain the value of giving importance to family unity.

This research is limited to the animated movie “Coco” and the value of giving importance to family unity in the animated movie “Coco”. In future studies, it may be recommended to examine different animated films in terms of the value of giving importance to family unity, to examine the animated film “Coco” in terms of other values, and to examine cartoons other than animated films in terms of both giving importance to family unity and other values.

In the study, parental dominance was found to be the most common negative trait in the animated movie “Coco”. It can be suggested that classroom teachers and social studies teachers should be careful in the use of these scenes, and when possible, these scenes should be shared with parents, and they should participate in the education of the value of giving importance to family unity.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

There is no conflict of interest that the authors will declare in the research.

“Coco” Animasyon Filminin Aile Birliğine Önem Verme Değeri Açısından İncelenmesi



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Özet

Dijital dünyanın renkli ve eğlenceli unsurlarından olan animasyon filmleri; tüm bireylerin ve özellikle çocukların dünyalarına hitap etmekte, onları etkileme ve onlara mesaj iletmede yüksek bir gücü elinde bulundurmaktadır. Animasyon filmlerinin çocukları etkileme ve mesajları iletmedeki gücünden eğitim amaçlı da yararlanılmaktadır. Animasyon filmlerindeki karakterlerin çocuklar tarafından rol model olarak benimsenmesi, animasyon filmlerini özellikle değerler eğitiminde kullanılacak etkili birer araç haline getirmektedir. Bu çalışmanın amacı “Coco” animasyon filminin aile birliğine önem verme değeri açısından incelenmesidir. Araştırmanın veri kaynağını 2017 yapımı “Coco” animasyon filmi oluşturmaktadır. Nitel araştırma yaklaşımının benimsendiği araştırmada doküman inceleme yöntemi kullanılmış ve elde edilen veriler doküman analizine tabi tutulmuştur. Veri analizinden elde edilen bulgular “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılacak olumlu ve olumsuz özelliklere sahip sahnelerin yer aldığı ortaya koymuştur. Olumlu özelliğe sahip 74 sahne ve bu sahnelerle ilişkin 16 kod belirlenmiştir. Olumsuz özelliğe sahip sahneler ise toplam 35 yerde rastlanmış ve bu sahneler 8 kod etrafında toplanmıştır. Bu sahnelerin sınıf öğretmenleri ve sosyal bilgiler öğretmenleri tarafından aile birliğine önem verme değerini kazandırmada kullanılması önerilmektedir.

Anahtar Kelimeler: Animasyon filmi, değerler, aile birliğine önem verme, Coco.

Giriş

Bireylerin ve toplumların sağlıklı bir yaşam sürmelerini sağlayan değerlerin birçok alanda tartışıldığı; değerlerden gittikçe uzaklaşılmasının sebep ve çözümlerinin, değerler eğitiminin nasıl ve hangi yollarla gerçekleştirileceğinin sıklıkla gündeme geldiği görülmektedir. Değerler ve değerler eğitimi ile ilgilenen alanlardan biri de eğitim bilimi alanıdır. Eğitim biliminin değerler ve değerler eğitimi ile ilgili olarak; bireylere kazandırılması gereken değerler, değerler eğitiminin hangi yollarla ve nasıl verilebileceği ve değerlerin eğitiminde hangi araçların kullanılacağı gibi hususları konu edindiği söylenebilir. Değerler eğitiminde kullanılacak araçların etkililiği, kullanılabilirliğinin yüksekliği ve onlara ulaşımın kolaylığı ile ilgili olabilir. Bu noktada içinde bulunulan çağın dijital unsurlarla iç içeliği, değerler eğitiminde dijital unsurlardan yararlanılabileceğini göstermektedir. Söz konusu dijital unsurlardan biri olan animasyon filmleri; sahip oldukları senaryoları, teknik özellikleri ve taşıdıkları mesajlarla değerler eğitiminde sıklıkla kullanılmaktadır.

Değerler; bireylere neyin iyi, doğru ve güzel, neyin yanlış olduğunu, neye önem vereceklerini gösteren, onları istenilir olana yönlendiren, insan hayatını geliştirip yükselten anlam yüklü kavramlar, inançlar ve genelleştirilmiş davranış ilkeleridir (Aktay & Ekşi, 2009;

Aydın & Akyol-Gürler, 2012; Doğanay, 2015; Hill, 2005; Topal, 2019). Bununla birlikte değerler bireyin karakter yapısının tanımlanmasına olanak tanıyarak bireylerin oluşturduğu toplumun da genel karakter yapısının anlaşılmasında ölçüt olarak kullanılabilir (Tay & Nalçacı, 2020). Toplumu yansıtan bir olgu olan değerlerin aynı zamanda, toplumun devamı ve bütünlüğünün korunması için nesilden nesile aktarılması gerektiği söylenebilir. İyiyi, güzeli, doğruyu ortaya koyan, toplumun özelliğini sergileyen, devamlılığını ve bütünlüğünü korumada rol oynayan değerlerin aktarılmasında ise değerler eğitiminin öneminden bahsedilebilir. Değer eğitimi bireylerin toplumsallaşmasını, sosyal hayata aktif katılım göstermesini ve toplumun kültürünü benimseyip onunla bütünleşmesini sağlamaktadır. Söz konusu değerlerden biri de aile birliğine önem verme değeridir. Çavdarıcı'ya (2002) göre, çocuğun ilk eğitim yuvası olan ailede sevgi, saygı ve yardımlaşma gibi değerler öğrenilir; dolayısıyla sağlıklı bir aile düzeni, sağlıklı bir toplumsal yaşamın da göstergesidir. Aile birliğine önem verme; bireye, topluma, toplumun örgütlenmiş hali olan devlete değer verme anlamına gelir (Sağlam, 2014). Bu nedenle aile birliğine önem verme değeri, eğitim sürecinde öğrencilere kazandırılması hedeflenen değerlerdendir. Ulusların kendi değerlerini gelecek nesillere öğretim programları ile aktardığı söylenebilir (Aşkan vd., 2022).

Cumhuriyetten bugüne hayat bilgisi öğretim programları incelendiğinde bir değer olarak yer almasa da “aile birliğine önem verme” değerinin tüm programların amaçlarında, hedef davranış/kazanımlarında, beceri ve kavram boyutunda yer aldığı görülmektedir. Örneğin 1968 programındaki “ailede iş bölümü” davranış ifadesi, 1995 programındaki “aile hayatı” ünitesi, 2018 programındaki “aile hayatının önemini kavrar” kazanımı aile birliğine önem verme değerine yöneliktir. Bununla birlikte 2017 Hayat Bilgisi Dersi Taslak Öğretim Programında aile birliğine önem verme, kazandırılacak değerlerden biri olarak yer almıştır. Benzer yaklaşımla sosyal bilgiler dersi öğretim programları ele alındığında 1968, 1989, 1995 ve 1998 programlarının amaçlarında aile birliğine önem verme değerinin karşılığı olarak “aile bütünlüğüne bağlılık kazanır” ifadesine rastlanmaktadır. Bununla birlikte 2005 ve 2018 Sosyal Bilgiler Öğretim Programlarında “aile birliğine önem verme” değeri, doğrudan öğrencilere kazandırılacak bir değer olarak yer almaktadır. Buradan da anlaşılacağı üzere derslerin doğası, içeriği ve hedeflerinden dolayı aile birliğine önem verme değerinin özellikle hayat bilgisi ve sosyal bilgiler dersi öğretim programlarında önemli bir yer tuttuğu ifade edilebilir. Bundan dolayı özellikle bu derslerde aile birliğine önem verme değerinin hangi içerik, yöntem ve materyaller ile verilebileceğine yönelik çalışmalara ihtiyaç duyulduğu söylenebilir. Bu bağlamda bu çalışmada bir animasyon filmi olan “Coco”, aile birliğine önem verme değeri açısından incelenmiştir. Filmin incelenmesinde çocukların animasyon filmlerinin kodlarını çözmek için yardıma ihtiyaç duydukları gerçeğini göz önünde bulundurarak filmleri tanımlamanın, hikâye anlatma biçimlerini analiz etmenin, popüler kültürü nasıl yeniden sunduklarını ortaya koymanın (Hofmann, 2018) ve değer aktarımında örnek teşkil etmesi için animasyon filmlerinin seçimine özen göstermenin gerekliliği (Albayrak ve Kartal, 2020) gibi hususlar etkili olmuştur. “Coco” animasyon filminin aile birliğine önem verme değerine yönelik olarak araştırmaya konu edinilmesinin bir diğer nedenini de filmin konusu ve senaryosu oluşturmuştur. “Coco” animasyon filminin kurgusu genel çerçevede değerlendirildiğinde, filmin aile dinamiklerine ilişkin pek çok mesaj içerdiği söylenebilir. Söz konusu aile dinamikleri ile ilgili özelliklerin Türk kültürü ile de uyumlu olduğu

değerlendirilmiştir. Aynı zamanda filmde tespit edilen olumlu ve olumsuz özelliklere sahip sahnelerin, aile birliğine önem verme değerinin kazandırılabilceği hayat bilgisi ve sosyal bilgiler gibi dersler için etkili bir materyal olacağı ve bu boyutları ile alanyazına katkı sağlayacağı düşünülmüştür. Bu kapsamda “Coco” animasyon filminin aile birliğine önem verme değeri açısından incelenmesi araştırmanın amacını oluşturmuş ve bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

1. “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilcek olumlu özelliklere sahip hangi sahneler yer almaktadır?

2. “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilcek olumsuz özelliklere sahip hangi sahneler yer almaktadır?

Yöntem

Bu çalışmada nitel araştırma yaklaşımı benimsenmiştir. Nitel araştırmalara konu olan dokümanlar, Bowen’a göre (2009) araştırmacının müdahalesi olmadan kaydedilen metin ve görüntülerden oluşur. “Coco” animasyon filmi, aile birliğine önem verme değerinin kazandırılmasında kullanılabilcek bir doküman olarak düşünülmüş ve araştırmada doküman inceleme yöntemi kullanılmıştır. “Coco” animasyon filmi, basılı ve elektronik materyalleri incelemek ve değerlendirmek için kullanılabilen doküman analizine (Corbin ve Strauss, 2008) tâbi tutulmuştur.

Veri Kaynağı

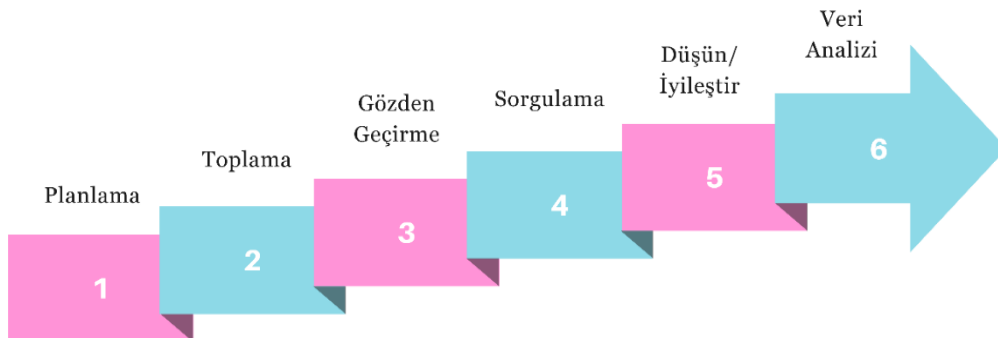
Araştırmanın veri kaynağını “Coco” animasyon filmi oluşturmaktadır. 2017 yapımı “Coco” filmi; animasyon, aile, fantastik ve müzik türlerindedir.

Araştırma Süreci

Araştırma, O’leary (2004) tarafından önerilen doküman analizi adımları (planlama, toplama, gözden geçirme, sorgulama, düşün/iyileştir, veri analizi) takip edilerek yürütülmüştür.

Şekil 1.

Araştırmada Takip Edilen Süreç

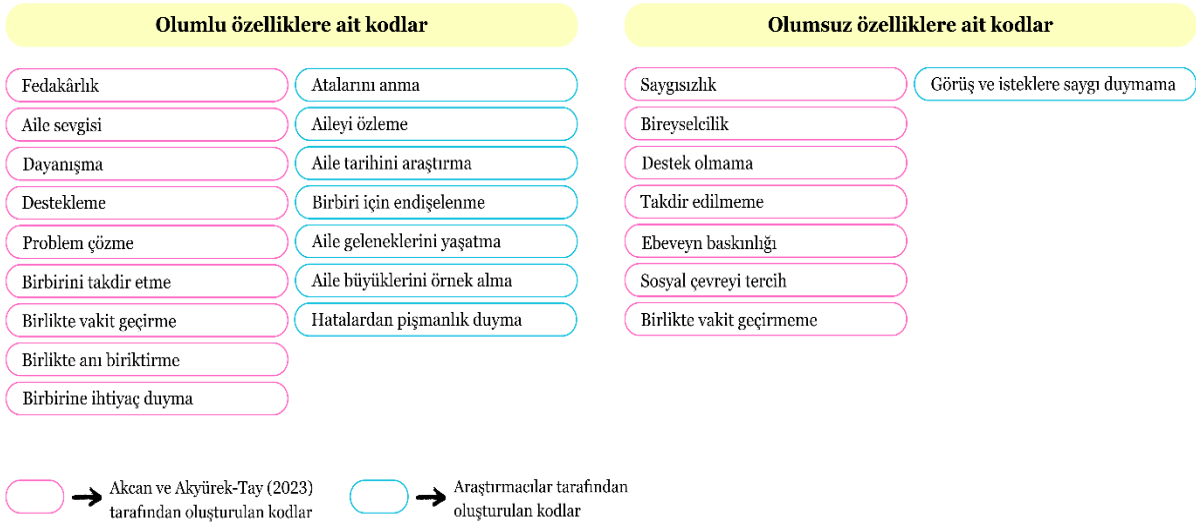


Planlama adımında araştırmanın amacı doğrultusunda doküman tespiti yapılmıştır. Doküman, “Coco” animasyon filmidir. Film, herkesin erişebileceği bir platformda yayımlandığı için etik onay gerektirmemektedir. Filmin Türkçe dublajlı versiyonunun ulaşılabilir olduğu belirlenmiştir. Araştırmada “Coco” animasyon filmi tek doküman olarak kullanılacağından

örnekleme yoluna gidilmemiştir. Filmden metin ve görüntü türünde veriler toplamak amaçlanmıştır. Toplama adımı, araştırmanın dokümanı olan “Coco” animasyon filmine, filmin yapım şirketi Walt Disney Company’nin dijital yayın platformu “Disney Plus (Disney+)” platformundan ulaşılmıştır. Film erişilebilir bir platformda yayımlandığı ve tekrar tekrar izlenebilir olduğu için kopyası oluşturulmamıştır. Gözden geçirme aşamasında dokümanın orijinalliği konusu ele alınmıştır. Araştırmada doküman olarak kullanılan “Coco” animasyon filmine Disney Plus platformunun resmî web sitesinden ulaşılmış olması, filmin orijinal olduğuna dair bir kanıt olarak kabul edilmiştir. Filmin konusu detaylı olarak incelenmiş ve önyargı olarak nitelendirilebilecek bir durumla karşılaşılmamıştır. Sonuç olarak araştırmanın dokümanı olan “Coco” animasyon filminin geçerli ve güvenilir olduğu tespit edilmiştir. “Coco” animasyon filminin künye bilgilerinin çıkarıldığı, dokümanın içeriğini keşfetmek amacıyla filmin tekrar tekrar izlendiği ve sorgulandığı sorgulama adımı filmin vermek istediği ana mesaj ve filmden çıkarılabilecek diğer mesajlar tespit edilmiştir. Düşün/iyileştir adımı literatür incelemeleri ve filmin içeriğinin keşfedilmesiyle ulaşılan yeni bilgiler ile araştırma süresince gelişen durumlar hesaba katılarak çalışma planı sürekli olarak yenilenmiştir. Son adımı da verilerin analizi oluşturmaktadır. Araştırmada kullanılacak kategori ve kodların belirlenmesinde açık yaklaşım tercih edilmiştir. “Coco” animasyon filmi açık yaklaşıma uygun olarak analiz edilmiş ve bulguları oluşturulmuştur. Bu aşamada iki araştırmacının oluşturduğu kategori ve kodların güvenilirliğine ait free-marginal kappa değeri .92 olarak hesaplanmıştır. Çalışma yayın sürecindeyken Akcan ve Akyürek-Tay (2023) tarafından aile birliğine önem verme değeri ile ilgili yapılan çalışmada kullanılan kategori ve kodların bu çalışmada ulaşılanlarla benzer olduğu görülmüştür. Bundan dolayı bu çalışmadaki analizler tekrar gözden geçirilmiştir. İki araştırmacının birbirinden bağımsız olarak yaptığı analizler için tekrar free-marginal kappa değeri hesaplanmıştır. Hesaplanan .98 uyum katsayısı değeri, araştırmacılar arasındaki uyumun yeterli düzeyde olduğunu göstermektedir. Uyum düzeyine uygun olarak kategori ve kodların isimlendirilmesi Şekil 2’deki haliyle yapılmıştır.

Şekil 2.

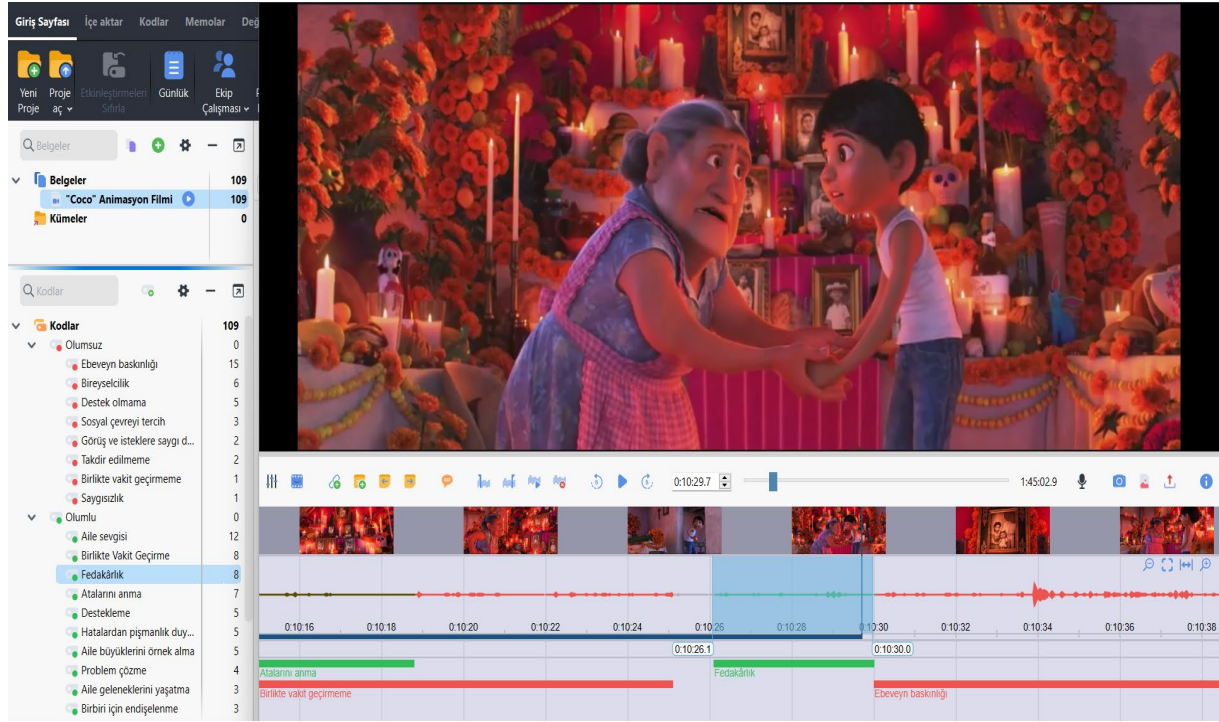
Araştırmada Kullanılan Kodlar



Filmin analiz edilmesinde MAXQDA 24 programından yararlanılmıştır. Kategori ve kodlar programın kod sistemine girilerek ilgili sahnelerle ilişkilendirmesi yapılmıştır. Yapılan kodlamalar için örnek görsel aşağıda sunulmuştur.

Fotoğraf 1.

Örnek Kodlama



Yapılan analizler sonucunda animasyon filminde yer aldığı tespit edilen olumlu ve olumsuz özelliklere sahip sahneler frekans değerleri ile birlikte tablo ve şekillerle sunulmuş, veriler yorumlanmıştır. Yapılan yorumları desteklemek amacıyla filmde örnek alıntılara ve her bir kod (özellik) için ilgili sahnelerden birinin QR koduna yer verilmiştir.

Araştırmanın Etik İzinleri

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Araştırma, kamuya açık dokümanlarla gerçekleştirildiği için etik kurul onayı gerektirmemektedir.

Bulgular

Birinci Alt Probleme İlişkin Bulgular

"Coco" animasyon filminde aile birliğine önem verme değeri için kullanılabilir olumlu özelliklere sahip sahnelerin kodları ve yer alma sıklıkları Şekil 3'te gösterilmektedir.

Şekil 3.

Coco Animasyon Filminde Aile Birliğine Önem Değeri İçin Kullanılabilecek Olumlu Özelliklere Sahip Sahneler ve Yer Alma Sıklıkları



















Şekil 3 incelendiğinde “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilecek olumlu özelliğe sahip toplam 74 sahnenin yer aldığı ve bu sahnelerin 16 kod etrafında toplandığı görülmektedir. En fazla sahnenin rastlandığı olumlu özellik aile sevgisi (12) dir. Bunu sırasıyla; birlikte vakit geçirme (8), fedakârlık (8), atalarını anma (7), destekleme (5), hatalardan pişmanlık duyma (5), aile büyüklerini örnek alma (5), problem çözme (4), aile geleneklerini yaşatma (3), birbiri için endişelenme (3), aileyi özleme (3), birbirine ihtiyaç duyma (3), dayanışma (3), birbirini takdir etme (2) ve aile tarihini araştırma (2) özellikleriyle ilgili sahneler izlemektedir. Birlikte anı biriktirme (1) ise filmde en az sahnenin rastlandığı olumlu özelliktir.

Olumlu özelliklerin yer aldığı sahnelerin zaman aralıkları ve örnek sahnelere ait QR kodlar Tablo 1’de sunulmuştur.

Tablo 1.

“Coco” Animasyon Filminde Aile Birliğine Önem Verme Değeri İçin Kullanılabilecek Olumlu Özelliğe Sahip Sahnelerin Zaman Aralıkları ve Örnek Sahnelere Ait QR Kodlar

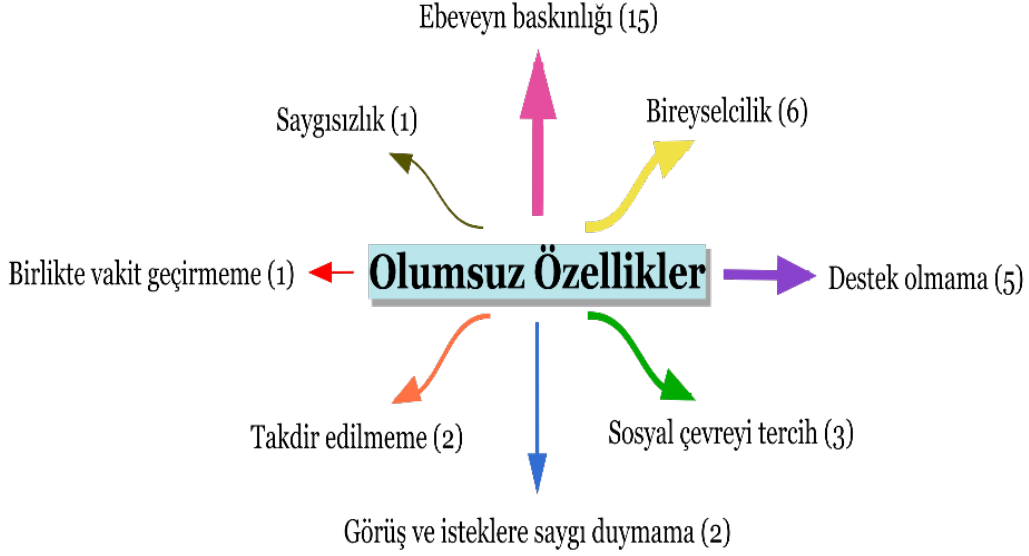
Kodlar	Sahnelerin zaman aralıkları			Örnek sahnelere ait QR kodlar
Aile sevgisi	0:08:19-0:08:25	1:01:34-1:01:42	1:24:01-1:24:19	
	0:09:48-0:09:55	1:13:08-1:13:35	1:26:28-1:26:38	
	0:23:24-0:23:46	1:16:20-1:16:31	1:32:09-1:32:25	
	0:28:40-0:28:42	1:17:16-1:17:19	1:34:37-1:35:08	
Birlikte vakit geçirme	0:01:15-0:01:27	1:01:53-1:02:19	1:33:02-1:33:14	
	0:03:06-0:03:38	1:03:43-1:03:50	1:35:30-1:36:03	
	0:55:58-0:56:05	1:12:24-1:13:35		
Fedakârlık	0:01:56-0:02:10	1:13:48-1:14:01	1:20:11-1:20:26	
	0:10:26-0:10:30	1:16:59-1:17:02	1:27:44-1:28:24	
	0:55:58-0:56:13	1:18:28-1:18:38		
Atalarını anma	0:02:51-1:03:06	1:29:11-1:29:48	1:33:46-1:34:15	
	0:09:57-0:10:19	1:30:36-1:32:09		
	0:14:24-1:14:36	1:32:34-1:33:14		
Destekleme	0:10:41-0:10:57	0:24:15-0:24:20	1:18:38-1:18:51	
	0:15:29-0:15:36	1:03:10-1:03:17		
Hatalardan pişmanlık duyma	1:09:55-1:10:15	1:17:10-1:17:25	1:29:58-1:30:13	
	1:10:17-1:10:56	1:18:10-1:18:24		
Aile büyüklerini örnek alma	0:16:55-0:17:06	0:21:03-0:21:34	1:01:04-1:01:17	
	0:17:28-0:17:35	0:41:57-0:42:01		
Problem çözme	1:17:10-1:17:25	1:17:34-1:18:08		
	1:17:25-1:17:34	1:29:58-1:30:13		
Aile geleneklerini yaşatma	0:02:28-0:02:42	0:17:28-0:17:35	0:03:55-0:03:58	
Birbiri için endişelenme	0:22:17-0:22:24	1:27:44-1:28:24	1:16:45-1:16:50	
Aileyi özleme	1:10:36-1:10:38	1:12:32-1:12:43	1:11:46-1:12:06	
Birbirine ihtiyaç duyma	0:23:57-0:24:00	0:33:56-0:34:05	0:29:48-0:30:11	
Dayanışma	0:14:41-0:14:49	1:20:00-1:21:32	1:24:44-1:24:58	
Birbirini takdir etme	1:01:04-1:01:42	1:14:10-1:14:42		
Aile tarihini araştırma	0:16:29-0:17:03	1:10:54-1:11:35		
Birlikte anı biriktirme	1:32:26-1:32:58			

İkinci Alt Probleme İlişkin Bulgular

“Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilir olumsuz özelliklere sahip sahnelerin kodları ve yer alma sıklıkları Şekil 4’te gösterilmektedir.

Şekil 4.

Coco Animasyon Filminde Aile Birliğine Önem Değeri İçin Kullanılabilir Olumsuz Özelliklere Sahip Sahneler ve Yer Alma Sıklıkları











Şekil 4 incelendiğinde “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilir olumsuz özelliğe sahip toplam 35 sahnenin yer aldığı ve bu sahnelerin 8 kod etrafında toplandığı görülmektedir. Ebeveyn baskınlığı (15) filmde en fazla sahnenin yer aldığı olumsuz özelliğdir. Bunu sırasıyla; bireysellik (6), destek olmama (5), sosyal çevreyi tercih (3), görüş ve isteklere saygı duymama (2) ve takdir edilmeme (2) özellikleriyle ilgili sahneler izlemektedir. Birlikte vakit geçirmeme (1) ve saygısızlık (1) ise filmde en az sahnenin rastlandığı olumsuz özelliklerdir.

Olumsuz özelliklerin yer aldığı sahnelerin zaman aralıkları ve örnek sahnelere ait QR kodlar Tablo 2’de sunulmuştur.

Tablo 2.

“Coco” Animasyon Filminde Aile Birliğine Önem Verme Değeri İçin Kullanılabilecek Olumsuz Özelliğe Sahip Sahnelerin Zaman Aralıkları ve Örnek Sahnelere Ait QR Kodlar

Kodlar	Sahnelerin zaman aralıkları			Örnek sahnelere ait QR kodlar
Ebeveyn baskınlığı	0:03:38-0:03:54	0:09:03-0:09:44	0:29:11-0:29:25	
	0:04:00-0:04:08	0:10:30-0:10:41	0:30:48-0:30:57	
	0:06:45-0:07:00	0:13:34-0:13:45	0:31:45-0:31:54	
	0:07:16-0:08:31	0:14:57-0:15:44	0:55:04-0:55:12	
Bireyselcilik	0:08:41-0:08:57	0:17:07-0:18:09	0:30:15-0:30:32	
	0:01:49-0:01:54	0:31:31-0:31:37	1:03:17-1:03:24	
Destek olmama	0:04:08-0:04:36	0:56:06-0:56:25	1:08:35-1:08:58	
	0:06:29-0:06:43	0:31:37-0:31:45	1:01:12-1:01:25	
Sosyal çevreyi tercih	0:21:16-0:21:21	0:56:25-0:56:44		
	0:01:34-0:01:41	0:18:05-0:18:44	1:02:46-1:03:24	
Görüş ve isteklere saygı duymama	0:09:20-0:09:36	0:55:27-0:55:38		
Takdir edilmeme	0:11:34-0:11:55	0:17:04-0:17:16		
Birlikte vakit geçirmeme	0:09:57-0:10:25			
Saygısızlık	0:17:48-0:17:57			

Tartışma ve Sonuç

“Coco” animasyon filminin aile birliğine önem verme değeri açısından incelendiği bu araştırmada, filmin aile birliğine önem verme değeri için kullanılabilecek olumlu ve olumsuz özelliklere sahip sahneleri tespit edilmiştir. Aile birliğine önem verme değeri için kullanılabilecek olumlu özelliğe sahip 74 sahne ve bu sahnelere ait 16 kod belirlenmiştir. Bu kodlar; “aile sevgisi, birlikte vakit geçirme, fedakârlık, atalarımı anma, destekleme, hatalardan pişmanlık duyma, aile büyüklerini örnek alma, problem çözme, aile geleneklerini yaşatma, birbiri için endişelenme, aileyi özleme, birbirine ihtiyaç duyma, dayanışma, birbirini takdir etme, aile tarihini araştırma ve birlikte anı biriktirme” şeklindedir. Alan yazında Türk aile yapısının genel olarak hissî yakınlık, saygı, sevgi, dayanışma, güzel duyguları paylaşma, hoşgörü, karşılıklı fedakârlık, sorumluluğu paylaşma, sadakat ve ahlaki değerler üzerine inşa edildiği ve ailede bu özelliklerin önemli yer tuttuğu ifade edilmektedir (Bayer, 2013; Erkal, 1993; Erol, 2022). Buradan hareketle “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabileceği tespit edilen olumlu özelliklerin aile birliğine önem verme değerini yansıttığı, dolayısıyla filmin bu sahnelerinin aile birliğine önem verme değerinin kazandırılmasında bir araç olarak kullanılabileceği söylenebilir.

“Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilecek olumlu özelliğe sahip sahneler için belirlenen “fedakârlık, aile sevgisi, dayanışma, destekleme, problem çözme, birbirini takdir etme, birlikte vakit geçirme, birlikte anı biriktirme, birbirine ihtiyaç duyma” ile ilgili özelliklerin “Ailem Robotlara Karşı” animasyon filminde de yine aile

birliğine önem verme değeri için kullanılabilceği tespit edilmiştir (Akcan & Akyürek-Tay, 2023). Bu bakımdan çalışmada belirlenen özelliklerin literatür ile örtüştüğü söylenebilir. Bunun yanında bu çalışmada ulaşılan “atalarını anma, aileyi özleme, aile tarihini araştırma, birbiri için endişlenme, aile geleneklerini yaşatma, aile büyüklerini örnek alma, hatalardan pişmanlık duyma” kodlarının “Ailem Robotlara Karşı” filminde yer almadığı belirlenmiştir. Bu çalışmada söz konusu çalışmadan farklı olarak ortaya çıkan “atalarını anma, aile tarihini araştırma, aile geleneklerini yaşatma ve aile büyüklerini örnek alma” kodları (özellikleri) filmlerin konularının birbirinden farklı olması ile açıklanabilir.

“Aile sevgisi”, “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilcek sahneler içerisinde en fazla yer alan olumlu özellik olmuştur. Aile sevgisi ile ilgili sahnelerin fazlalığının, filmin aile birliğine önem verme değerinde kullanılabilirliğini arttırdığı söylenebilir. “Birlikte vakit geçirme” ve “fedakârlık” aile sevgisinden sonra filmde en fazla sahnenin yer aldığı olumlu özelliklerdir. Aile bireylerinin aynı ortamda bulunup birbirleriyle vakit geçirmeleri ve iletişim kurmaları, problemlerin çözümünde en kolay yol olarak gösterilmektedir (Güleç, 2018). Aynı zamanda bireylerin aile içerisinde birbirlerini tamamlayıcı, birbirlerinin eksiklerini giderici davranmalarının ve birbirlerinin yerine düşünmelerinin önemli olduğu, fedakârlığın bütün ilişkilerde özellikle de aile ilişkilerinde yapı taşı niteliği taşıdığı belirtilmektedir (Akın & Baloğlu, 2019). Bu nedenle “Coco” animasyon filmindeki “birlikte vakit geçirme” ve “fedakârlık” ile ilgili sahnelerin sayıca fazla olmasının çocukların aileyle vakit geçirmenin ve aile için fedakârlık yapmanın önemini anlamalarını, dolayısıyla aile bütünlüklerini güçlendirmelerini sağlayacağı düşünülebilir. Akcan ve Akyürek-Tay (2023) tarafından yapılan çalışmada da “aile sevgisi, fedakârlık ve birlikte vakit geçirme” özelliklerinin “Ailem Robotlara Karşı” filminde en çok sahnede yer alan dört koddan üçünü oluşturduğu görülmektedir.

Çalışma sonucunda “Coco” animasyon filminde aile birliğine önem verme değeri ile ilgili olumsuz özelliğe sahip toplam 35 sahneye rastlanmış ve bu sahneler 8 kod etrafında toplanmıştır. Bu kodlar; “ebeveyn baskınlığı, bireyselcilik, destek olmama, sosyal çevreyi tercih, görüş ve isteklere saygı duymama, takdir edilmeme, birlikte vakit geçirmeme ve saygısızlık” şeklindedir. Bu özelliklerden “ebeveyn baskınlığı, sosyal çevreyi tercih, birlikte vakit geçirmeme, bireyselcilik, takdir edilmeme, destek olmama, saygısızlık” özelliklerine “Ailem Robotlara Karşı” animasyon filminde de ulaşılmıştır (Akcan & Akyürek-Tay, 2023). Bununla birlikte, bu çalışmada tespit edilen “görüş ve isteklere saygı duymama” kodunun söz konusu çalışmada oluşturulmadığı görülmektedir.

“Ebeveyn baskınlığı”, “Coco” animasyon filminde en fazla sahnenin yer aldığı olumsuz özelliktir. Ebeveynlerin baskıcı tutumlarının aileye, aile içi ilişkilere ve aile üyelerine zarar verebileceği söylenebilir. Ailelerin baskıcı ve otoriter tutumları çocukların bunalımlı, ürkek ve korkak bir kişi olarak yetişmelerine ve diğer insanlarla ilişki kurmakta zorlanmalarına neden olmaktadır (Kaya, 1997). Bu doğrultuda filmde aile birliğine önem verme değeri ile ilgili olumsuz özellik taşıyan sahnelerin çocuklara tek başına ve açıklama yapılmadan izletilmesinin çocuklar üzerinde olumsuz etkilerinin olacağı belirtilebilir. Filmin bütünü izlendiğinde ise olumsuz özelliğe sahip sahnelerin filmin sonlarına doğru olumluya çevrildiği, hatalardan pişmanlık duyulduğu ve ders çıkarıldığı görülmektedir. Değerlerin olumsuz örnekler

üzerinden de verilebileceği (Korukcu vd., 2015) düşünüldüğünde çocuklara bu sahnelerin açıklama yapılarak gösterilmesinin ya da filmin tamamının izletilmesinin onların aile birliğine önem verme değeri ile ilgili olumlu kazanımlar elde etmelerini destekleyeceği söylenebilir.

“Coco” animasyon filmi genel çerçevede değerlendirildiğinde filmde aile birliğine önem verme değeri için kullanılabilir toplamda 109 sahnenin yer aldığı, olumlu özelliğe sahip sahnelerin olumsuz özelliğe sahip sahnelerden daha fazla olduğu görülmektedir. Aynı zamanda olumsuz özelliğe sahip sahneler filmin sonlarına doğru olumluya çevrilmiş ve olumlu mesajları aktarmak için bir araca dönüştürülmüştür. Benzer şekilde “Arabalar 1” animasyon filminde de değerlerle ilgili tespit edilen olumsuz örneklerin filmin kahramanlarının pişman olması veya özür dilemesi ile olumlu bir yön aldığı, olumsuz davranışların bir şekilde eleştirilerek olumlusunun önerildiği tespit edilmiştir (Beldağ & Yarar-Kaptan, 2017). Aynı şekilde “Zootropolis” filminde de değerlerle ilgili olumsuz özellikler saptanmış ancak bu özelliklerin film içinde olumluya dönüştürüldüğü görülmüştür (Aydoğmuş vd., 2022). Bu bağlamda olumlu özelliğe sahip sahnelerin doğrudan, olumsuz özelliğe sahip sahnelerin ise daha detaylı incelenerek, varsa olumlu sahneleriyle bütünleştirilerek ve filmin sonuyla ilişkilendirilerek aile birliğine önem verme değeri için kullanılabilirliği söylenebilir.

Bu çalışmada olduğu gibi, içerdiği değerler açısından incelenen çeşitli animasyon filmlerinde de aile birliğine önem verme değeriyle ilgili sahnelere rastlandığı görülmektedir. Örneğin, “Kral Şakir Korsanlar Diyarı” animasyon filminde de aile birliğine önem verme değeri yer almaktadır (Ünal, 2020). “Tay” animasyon filminin konusunun anne sevgisi ve evlat sevgisi olduğu, filmin anne sevgisi ile başlayıp anne ve evladın kavuşması ile son bulduğu, bunun ailenin önemini gösterdiği ve aile bireyleri arasındaki sevgiye dikkat çektiği ifade edilmektedir (Yıldırım, 2022). “Ayas”, “Canım Kardeşim Benim: Uzaylılar mı Gelmiş?”, “Evliya Çelebi Ölümsüzlük Suyu”, “İksir”, “Köstebekgiller: Perili Orman” ve “Köstebekgiller: Gölgenin Tılsımı” animasyon filmlerinin içerdikleri değerler bakımından incelendiği çalışmada incelenen filmlerde en çok rastlanılan değerler sevgi başlığı altında aile, hayvan ve doğa sevgisi olduğu, özellikle “Canım Kardeşim Benim: Uzaylılar mı Gelmiş?” ve “İksir” filmlerinde sevgi değeri içerisinde aile sevgisinin çok daha ağır bastığı belirtilmiştir (Turhan, 2018). Benzer şekilde “Finding Nemo” ve “The Incredibles” animasyon filmlerinde de “aile güvenliği” değerinin işlendiği görülmektedir (Korukcu vd., 2015). Kanar (2019) da araştırmasında “Arabalar 1” animasyon filminde aile birliği değerinin yer aldığı sonucuna ulaşmıştır. Bu çalışmadan ve yapılan diğer çalışmalardan da anlaşılacağı üzere aileyle ve aile birliğine önem verme değeriyle ilgili içerikler pek çok animasyon filminde yer almaktadır. Bu filmlerden biri olan “Coco” animasyon filmi aracılığıyla aile birliğine önem verme değerinin çocuklara kazandırılabilirliği, filmin aile birliğine önem verme değerini konu ve amaç edinen hayat bilgisi ve sosyal bilgiler gibi derslerde kullanılabilirliği etkili birer araç olabileceği söylenebilir.

Öneriler

Araştırmada elde edilen sonuçlardan hareketle şu önerilerde bulunulabilir:

“Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilir 16 olumlu özelliğin ve bu özelliklerle ilgili toplam 74 sahnenin yer aldığı sonucuna ulaşılmıştır. Bundan dolayı sınıf öğretmenleri ve sosyal bilgiler öğretmenlerine filmin bu sahnelerini ya da tamamını aile birliğine önem verme değerini kazandırmada kullanmaları önerilebilir.

Araştırmada “Coco” animasyon filminde aile birliğine önem verme değeri için kullanılabilir 8 olumsuz özellik ve bu özelliklerle ilgili toplam 35 sahne tespit edilmiş, bununla birlikte olumsuz sahnelerin film içinde olumluya çevrildiği görülmüştür. Bu doğrultuda sınıf öğretmenlerine ve sosyal bilgiler öğretmenlerine aile birliğine önem verme değerini kazandırmada filmin bu sahnelerini öğrencilerle tartışma ortamı oluşturarak, daha detaylı incelenmesini sağlayarak, olumlu sahneleriyle ve filmin sonuyla ilişkilendirerek kullanmaları önerilebilir.

Bu araştırma; “Coco” animasyon filmi, “Coco” animasyon filminde aile birliğine önem verme değeri ile sınırlandırılmıştır. Yapılacak olan çalışmalarda farklı animasyon filmlerinin aile birliğine önem verme değeri, “Coco” animasyon filminin başka değerler açısından incelenmesi ve animasyon filmleri dışında kalan çizgi filmlerin de hem aile birliğine önem verme hem de diğer değerler açısından incelenmesi önerilebilir.

Araştırmada “Coco” animasyon filminde en fazla sahneye rastlanan olumsuz özellik ebeveyn baskınlığı olarak tespit edilmiştir. Bu sahnelerin sınıf öğretmenleri ve sosyal bilgiler öğretmenleri tarafından kullanımında dikkatli olunması, mümkün olan durumlarda ebeveynlerle bu sahnelerin paylaşarak onların da aile birliğine önem verme değerinin eğitimine katılması önerilebilir.