

Audio-Visual Animations as an Efficient Tool for Fostering Lifelong Learning in Young Minds: A Study of Greg Bailey's Arthur and Jay Jeon's Cocomelon

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Abstract

The traditional mode of learning which is concerned with direct teacher-student communication has continued to experience constant hitches in the process of learning, this is because parents, teachers and tutors are yet to fully understand the core benefits of making use of the audio-visual mode of teaching and learning, which is concerned with the use of sound, speech, pictures and videos to teach children in order to make memorable and exciting. However, this study explored audio-visual communication as an efficient tool for fostering lifelong learning in young minds, using two animated films Arthur (1996) and Cocomelon (2018) as case studies, selected through the purposive sampling technique of qualitative research method for critical evaluation. The study utilized the multimodal learning theory for analysis and its findings reveal that the utilization of audio-visual mode of communication will not only help in the simplification of the learning process for young minds but also make teaching more enjoyable for the parties involved. The researchers recommend that in the bid to teach young minds with the use of audio-visual means of communication, tutors should review properly the audio and visual materials they intend to show these young minds to ensure it is age –appropriate.

Keywords: Animations, Audiovisual, Education, Lifelong, children

Introduction

In the words of Matt Buchanan, “The future of our nation depends on our ability to create and to be creative. During the coming decades, our most important national resources will be human resources. If our nation is to continue to meet the challenges of the future, today’s schools need to develop creative leaders”.(i) The children of today are undoubtedly the leaders of tomorrow, thus, there is an urgent need for their proper development for excellent performance if the nation's future is not to be bleak.

Child development greatly depends on the quality of education that is made available to the child. This education, which may be either formal or informal, helps to develop the child physically, mentally, socially, morally, emotionally, and otherwise. In other words, child education can be referred to as the

process of helping the child build up his intellectual capacity [cognitive] and emotional capacity [affective] to be maximum. A child becomes fully developed not only in height or physical maturity but also when he/she can think critically, solve problems, make rational decisions, demonstrate moral judgment, and contribute meaningfully to society.

According to Fafunwa Aliu,

Education is the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour, which are of positive value to the society in which he lives, that is to say, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or guarantee national direction of the society or both (7)

The essence of education is to ensure the child's development by the provision of tools, internal techniques, and intellectual operations. It is hinged on the ability to transform as well as empower the child. Lev Vygotsky sees education as being closely connected with development. He believes that education cannot be reduced to the acquisition of a body of information, but is a source of development for the child.

Child development continues to be a focus of educational policy and the general public in the present society, as it is being observed that the current teaching approaches are not enabling the child to learn and develop properly. Also, questions are recently being raised about the kind of education that would be most appropriate for the child since the level of learning helps to shape the child's powers, develop his habits, arouse his feelings and emotions, as well as saturate his consciousness. Considering the style of traditional formal education, which is based on a definite curriculum and is targeted towards training the child to learn a specific course for future employment, there is a clear indication that the child does not get the opportunity to make certain choices that affect his/her life.

This conventional style of education takes the form of indoctrination, that is; the teacher who sees himself as a store of knowledge tries to deposit information in the child without giving him/her any room for active participation in terms of questioning and suggestions which come up as a result of in-depth thinking on the topic. Here, the child becomes more or less a "container," having no opportunity to express his/her ideas or make deductions, but rather has to swallow whatever he has been taught completely. This practice has brought the problem of producing "half-baked" learners who cannot be wholly independent. Paulo Freire called this form of education the "Banking concept of education". He further explains that this kind of education sees knowledge as: "...a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education as knowledge as a process of inquiry. (78) Every true education for the child must have the capacity to explore his imaginative ability and creative ingenuity to the maximum. That is to say that every genuine child's education should give room for the child's active participation because the more closely and more directly the child learns by entering into social situations, the more genuine and effective the knowledge he gains. Rosie Parkyns, to this end, believes that "childhood education needs to aim at producing not educated people but educable people." He posits that child education should aim at producing "... People who are adaptable in changing

circumstances, who realize the provisional nature of decisions and the need for constant evaluation of the result of their actions. (17)

Consequently, education for the child must be geared towards improving the quality of the child's life as an individual and must go beyond making the child see new perspectives on life, but living from these perspectives.

Education for the child starts immediately after birth. The child learns first by imitation. At the early stage of the child's life, he/she tries to do the things he/she observes as the actions of the people around him. The child's mind at this stage is still very receptive to anything that comes his/her way. Thus, proper guidance and direction start at this early stage because the child tends to form his habits and develop his character through the realities around him.

Vygotsky explains this by saying that;

It is through the mediation of others, through the mediation of the adult that the child undertakes activities. Absolutely everything in the behaviour of the child is merged and rooted in social relations. Thus, the child's relations with reality are from the start social relation, so that the newborn baby could be said to be in the highest degree a social being (281).

As children mostly see learning as play, education for the child becomes more meaningful and more effective when it takes the form of play. For Jean-Jacques Rousseau, a child's early education should be almost entirely of play. He believes that play helps to develop the child's instincts and, thus, should be encouraged. He sees play as a "Self-active representation of the inner, a representation of the inner from inner necessity and impulse". He went further to explain that

the plays of childhood are the germinal leaves of all later life, for the whole man is developed and shown in these, in his tenderest dispositions, in his innermost tendencies. The whole late life of man, even to the moment when he shall leave it again, has its source in this period of childhood. (140)

This brings about the concept of lifelong education, which deals with education in its totality. As the popular saying goes, "One starts dying immediately he/she stops learning"; hence, education is automatically a lifelong thing. The best education for the child should be one which would be able to see to the entire development of the child's personality by exposing the child to identify, assess and evaluate new information and also help him/her to reframe his world view through the incorporation of new knowledge or information into his belief system. Since a child tends to retain what he/she sees more than what he hears, it is important to teach the child in the medium that is within his/her collective consciousness. As the popular Chinese proverb says;

"Tell me and I will forget, show me and I will remember, involve me and I will understand."

It is therefore evident that education for the child will be more effective through the use of illustrations as well as encouraging active involvement of the child in the learning process to avoid repression of his instincts. This is because the child already has a little knowledge existing in him, so, must be allowed to creatively explore and activate his ideas with the new information he/she is acquiring.

This study will carefully explores the need for lifelong education for the child, looking at dramatic education as an affective medium of creating a long-lasting impression on the child's personality, since it has the potentials of developing the child's skills at problem solving, creativity, language and communication skills as well as inculcation moral attitude in the child which according to Osibodu helps to "promote positive self-concept, empathy, social awareness, a clarification of values and attitudes and an understanding of the art of theatre".(78)

Teaching and learning activities involve communication. Communication is an important aspect of human existence, and the concept of learning is impossible without communication because communication is a functional aspect of education, and both aim at learning, teaching, and sharing of experience. Children often learn better when the information is presented to them through a visual and auditory approach. This is because the brain processes information in different ways when it is received through different senses. When children see and hear something, they can process it better and make connections between the information and their own experiences. This helps them remember and understand the information more easily. In addition to enhancing comprehension, audio-visual aids promote active participation and engagement among children. When children are exposed to visual and auditory stimuli, they are more likely to be actively involved in the learning process. Multimedia presentations, interactive whiteboards, and educational videos captivate children's attention and stimulate their curiosity, and that is why the audio-visual means of communication and learning are more likely to be the most effective, especially in the aspect of lifelong learning. Although the traditional teacher-student learning model is effective academically, it is lacking in other important areas of education, such as emotional, mental, social, and interpersonal development. This model can produce intelligent students who cannot build meaningful relationships or contribute to society in a meaningful way. A more holistic approach to education would be more effective than solely focusing on academics.

Audio-visual approach to learning encompasses the lifelong process of acquiring knowledge and skills, and focuses not just on the academic realm but also on social, economic, political, and mental development. This approach is considered effective because it takes advantage of the power of visual and auditory communication that can be designed to incorporate elements of play that not only engages and motivates the young minds but also involves and educates them providing children with a well-rounded education that includes emotional, mental, and social development in addition to academic learning will help them to become well-rounded individuals. By engaging and educating them in all of these areas, we can foster children who are not only academically intelligent but also mentally, emotionally, and socially intelligent.

It is against this background that this study explores audio-visual communication as an efficient tool for fostering lifelong learning in young minds by evaluating the contents of Bailey's and Jeon's animations, *Arthur* and *Cocomelon*, respectively. This research tends to underscore how animators use their art to foster lifelong education in young minds.

Theoretical Framework

This study is anchored on the Multimodal learning theory, which was developed in the 1990s by Gunther Kress, an Australian semiotician and linguist. The theory states that when several human senses, including

sight, sound, and kinesthetic, are being utilized during learning, the learner comprehends and remembers better, and by combining these modes, learners experience learning in a variety of ways to create a diverse learning style that the majority can easily assimilate. This particular learning theory differs from the traditional learning theory, which usually focuses on reading, listening, and writing.

However, with the advancement in technology, the Multimodal learning concept is a teaching strategy that makes use of different and multiple modes of communication, as well as media tools to teach and educate young minds. The idea of multimodal learning revolved around the VARK model of learning style which posits that there are four main types of learners; Visual, Auditory, Reading/writing and the Kinesthetic category of learners, where the Visual category of learners can retain information when presented to them in graphic forms, auditory category of learners prefers listening to information presented to them vocally, reading/writing category of learners tend to digest and retain information easily when they read and write and the Kinesthetic category of learners tend to understand and retain information best through body movements and physical activities. Thus, the utilization and unification of various sensory mode of communication in teaching has a greater percentage on the comprehensive and retentive capabilities of the children/learner which is why the Economist Group 2022 agrees that "Experts see multimodal learning theory as one of a raft of approaches that form the blueprint for innovative learning experiences that seek richer, deeper and more expensive education in the long term" (5).

Although experts have not yet reached a definitive agreement on multimodal learning, they agree that it represents a shift away from traditional writing-based education and towards a diversification of accessible forms of knowledge sharing and meaning-making. To this, Kress also agrees that "Language alone is no longer the most important or even the most powerful means of communication and that the meaning of any message is distributed across a range of modes" (3).

Given the fact, that there are various categories of learners, the application of the multimodal learning theory by teachers, parents or anyone in the position of educating the young minds will help in exposing these different categories of learners to a new mode of learning and at the same time enable the educator to easily get through to them. The multimodal learning theory, when paired with analytical and interactive tools, has the potential to offer students from many backgrounds an education that engages all their senses and allows them to choose how, when, and where to study and learn.

Audio-Visual Education: An Overview

Audio-visual Education, regardless of its strong similarities with the audio-visual medium of communication, is concerned with the use of audio, visual, and interactive media components such as videos, animations to teach and inform. The genesis of the concept of audio-visual education can be traced back to the 17th century when John Amos Comenius, a Bohemian educator, introduced pictures as teaching aids in his book "Orbis Sensualium Pictus," which means Picture of the Sensual world, illustrated with one hundred and fifty drawings of everyday life. Jean Rousseau and J.H. Pestalozzi also recommended the use of visual and plain materials in teaching. The idea of Audio-visual education was also widely used during and after World War II. The successful use of pictures and other visual aids in the

U.S Armed Forces during World War II proved the effectiveness of the Audio-visual medium of communication as an instructional tool.

The Ideology of audiovisual education encompasses the underlying beliefs and values that shape the educational content delivered through audiovisual means. In today's digital age, audiovisual materials such as videos, interactive media, and animations have become progressively prevalent in educational settings and, according to Bosede Bakare, “provide learners with dynamic and immersive learning experiences that cater to diverse learning styles and preferences, thereby facilitating comprehension and retention of language content. (3) The aforementioned materials serve as powerful tools for transmitting information, promoting effective learning experiences, and engaging young minds. One major aspect of the Ideology of audiovisual education is the confidence in the power of the visual and auditory stimuli to evaluate learning. That being so, by combining visual and auditory elements, audio-visual materials provide a multisensory experience that can encourage comprehension and retention of information. Thus, the use of images and different types of videos, as well as sound effects, can make complex ideas more engaging and accessible, serving different learning styles and preferences.

Another aspect of the Ideology of Audio-visual education is the emphasis on active participation and learner engagement. The capability of some audiovisual materials to infuse interactive elements like hands-on activities, simulations, and quizzes, which encourage learners to actively engage with the content, makes teaching and comprehension easier. This interactive approach also promotes critical thinking and problem-solving skills in learners.

Notwithstanding, it is essential to critically evaluate the Ideology behind audio-visual education to ensure that Audio-visual education facilitates accurate, objective, and evidence-based information, avoiding the continuation of misinformation. The idea of Audio-visual education recognizes the significance of diversity and inclusivity in educational content because Audio-visual materials can be used to showcase diverse perspectives, experiences, and promoting understanding and empathy among learners by incorporating different voices and representations, audio-visual education can challenge subjective opinions and stereotypes there by fostering more inclusive and equitable learning environment.

All in all, by harnessing the capability of Audio-visual materials, educators can create dynamic and riveting learning experiences that cater to diverse learners' needs. It is hence vital to critically analyze the Ideology behind Audio-visual education to make sure it aligns with the principles of accuracy, participation, and educational integrity.

The Concept of Lifelong Learning

Lifelong learning can be defined as the process of continuously acquiring new knowledge and skills throughout one's life, whether it's through formal education, self-study, or informal learning experiences. This idea suggests that education spreads throughout a lifetime and is not something that starts and stops at a particular time - it is a continuous process. Andreas Kruse and Eric Schmitt explained Lifelong Learning as the implications of different education paths that are simultaneously permeable and interconnected.

The concept of Lifelong learning has its roots in ancient civilizations. Throughout history, societies have recognized the importance of continuous learning for personal development and societal progress. In ancient Greece, philosophers like Socrates, Plato, and Aristotle emphasized the pursuit of knowledge as a lifelong endeavour. They believed that learning was not limited to a specific period of life but rather a continuous process that enriches the mind and soul. During the Renaissance period in Europe, the idea of Lifelong learning gained prominence, and scholars like Leonardo Da Vinci and Michelangelo embodied the spirit of curiosity and intellectual exploration. They sought knowledge throughout their lives, inspiring others to do the same. Aylin Kaplan noted that:

"According to Smith (2001), the concept of Lifelong learning was first proposed by Basil Yeaxlee in 1929. Futherm source, the concept of Lifelong learning reached an intellectual dimension as a result of studies on Adult Education by Edward Lindemaning 1920's (Bilir, 2004). Aksoy (2008) stated that the concept of Lifelong learning was firstly suggested in 1919 as a discussion regarding the educational needs of individuals who work in the armed forces and industry. (44)

From the above, it can therefore be understood that there is no unanimous consensus about the origin of the concept of Lifelong learning.

Consequently, three main dimensions of Lifelong learning have been proposed by Dave (1976) to be: Expansion, Innovation, and Integration. Where expansion is the process of lifelong learning along with the situation and content, innovation refers to the creative power of learners in multiple and diverse learning situations and integration uniting the process of expansion and innovation through meaningful means (World Educational Forum 2015). In Addition, lifelong learning helps us to explore new interests, expand our horizons, and find our passions by always learning new things, which can improve people's personal and professional lives. Lifelong learning also has a social impact that helps to make education and personal growth accessible to everyone, no matter their background. Thus, making the society better overall. Another good thing about the concept of lifelong learning is that it makes learners curious and motivates them to ask questions, find answers, be creative, think critically, and solve problems; therefore, by being lifelong learners, people become active participants in their learning journey.

As the world keeps evolving, Gerhard Fischer opines that "Lifelong learning is an essential challenge for inventing the future of our societies: It is a necessity rather than a possibility or a luxury to be considered."(1) Lifelong learning allows learners to break free from the constraints of traditional education and to explore the vast universe of knowledge and wisdom that surrounds us. It empowers us to cultivate new skills and to continuously reinvent ourselves. Emphasis on the value of lifelong learning shows that teaching and student learning should be focused on the needs of tomorrow. According to Keith Harman:

Lifelong learning is particularly valued in developing countries. The Vietnamese government, for example, acknowledges that there is a need to build a learning society where every effort should be made by all educational institutions to create opportunities for lifelong learning. (14)

He also affirms that "Building learning societies ultimately leads to citizens enjoying a better quality of life and that developing new learning and research skills and hands-on experience considerably a nation's development and standard of living, are reinforced by the World Bank" (16)

That being said lifelong learning/education can therefore be seen as a mindset and approach to education that goes beyond the classroom or formal/ conventional way of learning. It is hence, the continuous pursuit of knowledge skills experiences and personal growth throughout our lives and by embracing the concept of life Long learning/ education we can adapt to a changing world promote curiosity and improve our private and professional lives.

Synopsis of Bailey's Arthur

Arthur by Bailey is an episodic cartoon animation, so, for this research work, one particular episode titled *Arthur Takes a Stand* will be critically analyzed. This episode opens with an announcement that tells the students that the serving of breakfast will commence, and informs them about a special guest the school is expecting. Arthur and his friends go to the cafeteria for breakfast, and Arthur notices that Mrs. Macgrady, the school cook, seems overwhelmed. He speaks with her and learns that she's spoken with the principal about getting help, but the principal has been unresponsive. Arthur decides to speak with the principal himself. After hearing Arthur's concerns, the principal explains that the school doesn't have the money to hire additional help. Arthur creates fliers and places them in people's lockers. But when he tries to give one to Mrs. Macgrady, she's not happy with what he's doing. This makes Arthur feel discouraged. Later, Arthur has a nightmare in the library, and after speaking with a man there, Arthur decides to stage a sit-in in the cafeteria. He refuses to leave until the principal agrees to his demands, which include providing support for Mrs. Macgrady. His protest gains support from Mrs. Macgrady, other students, and even Congressman John Louis. Faced with this pressure, the principal has no choice but to agree to Arthur's demands, and they seal the deal with a handshake.

In the wonderful world of Arthur, lifelong learning takes center stage. Each episode offers a window into the many different ways in which the young minds can learn and grow.

Overview of Jeon's Cocomelon

Cocomelon by Jeon is an animated series that aims to educate children on various life lessons. This research will focus on the episode titled, *The Tortoise and the Hare* to examine the lessons it imparts. The tale begins with the boastful and confident Hare reminding other animals of his speed and agility. One day, he accepts a challenge from the slow but steady Tortoise, laughing at the very idea of such a race. On the day of the race, all the animals gathered, and as soon as the starting gun sounded, the Hare dashed off at lightning speed, while the Tortoise took his time and put one foot in front of the other. After some time, the Hare, certain that he would easily win, decided to take a break. As the Hare slept, the Tortoise kept trudging along, the Hare snored away, not realizing that the Tortoise was slowly but surely gaining ground. By the time the Hare awoke, it was too late. He ran as fast as he could, but the Tortoise had already reached the finish line. The Hare fell and the Tortoise won.

Lifelong lessons in Bailey's Arthur and Jeon's Cocomelon

In evaluating these case studies, the study explored how the animators incorporated aspects of lifelong learning and where these aspects were utilized within their animations.

In Bailey's episode, *Arthur Takes A Stand*, Bailey's portrayal of the character Arthur highlights the important connection between social-emotional development, like resilience, empathy, as well as compassion. These are rare virtues needed in life. Arthur's display of empathy and compassion is evident as he works to understand Mrs. Mac Grady's situation and find a way to help her. This is captured in their dialogue in this excerpt below.

Francine: Arthur's right, it isn't right that Mrs. Mac Grady should have to do all these alone.

Arthur: Let's see Miss Tingly after school, I bet we can convince her to hire someone.

The above conversation between Arthur and his friends highlights their desire to fix the problem at the school.

Arthur: Actually, I'm here to talk about Mrs. Mac Grady. Is she going to get any help?

Ms. Tingly: I'd love to hire her an assistant, but the school board gave us a limited amount of money, and we just don't have the budget for it.

Arthur: Couldn't we write them a letter asking for a little more?

The above conversation highlights that despite his friends' forgetfulness and setback, he proceeds with the meeting by himself. Consequently, Arthur exemplifies here that setbacks are a normal part of life, and that it's important to keep trying even when things don't go as planned. It also highlights the value of having a strong sense of self and the importance of staying true to one's values and goals. In contrast, the film shows Arthur's resilience in action. He doesn't just accept the unfair treatment of Mrs. MacGrady, but instead takes a stand for her and the future. His actions result in positive change, as more students join him in a sit-in and Ms. Tingly agrees to get Mrs. MacGrady the help she needs.

Going further, Arthur demonstrates his understanding and commitment to justice in his discussion with Mrs. MacGrady at 10:05-11:15

Mrs. MacGrady: Arthur, you better hurry, class is starting.

Arthur: I'm not moving not until you get some help.

Mrs.MacGrady: That's very sweet of you, but I can fight my own battles

Arthur: It's not just about you; what the school is doing is wrong. Don't you think it's wrong?

Arthur's compassionate and resilient character can inspire young minds to develop similar traits. Since children often imitate the characters they see on screen, they may incorporate these qualities into their character. As they grow, they can use these skills in a variety of areas, such as relationships, schoolwork, and community involvement. Thus, Arthur's character can have a positive influence on lifelong development by providing a model of how to be compassionate and resilient.

Also, Bailey, through Arthur, brings to light another aspect of lifelong learning, which is Problem-solving skills. Arthur demonstrated his ability to break down a problem by analyzing the situation, thinking outside the box, and considering the potential consequences of his actions before deciding on a course of action for a solution. Arthur became aware of the problem with Mrs. MacGrady's job when she shared her concerns with him. This is their conversation at 3:55-4:10

Arthur: Don't you have any help?

Mrs. MacGrady: Nope, I put in a request with Ms. Tingley, but I haven't heard back yet. Oh well, I'd better get started on lunch, that chili isn't going to make itself.

Arthur's awareness of the problem was the catalyst for his creative problem-solving skills and action, as seen in Arthur's declaration over Mrs. MacGrade's problem with Sue at 6-25: 6:27

Arthur: I don't think we should do that. I like school, but that gives me an idea.

Arthur's approach to problem-solving highlights the importance of thinking ahead and considering the potential outcomes of actions taken to solve a problem. His demonstration of this skill, when considering the potential negative consequences of boycotting the school, shows the young minds the value of considering all aspects of a situation before taking action.

At 6:28-6:45, Arthur strategically placed fliers in people's lockers to spread awareness about the situation with Mrs. MacGrady. In addition to considering the potential outcomes of different actions, Arthur also teaches the importance of creativity in solving problems. By encouraging the use of creative thinking, Arthur helps the young minds develop a vital skill for navigating the challenges of life.

Bailey's Arthur highlights the importance of not only socio-emotional development and problem-solving skills, but also cognitive development, which gives them the ability to understand history. At 1:41-2:07, Ladonna Compaon and Sue Armstrong tell Arthur Read about John Louis.

Arthur: Who's John Louis

Sue: He was a really important civil rights leader in the 1960s and challenged the lack of equal rights for black Americans

Ladonna: Yeah! He helped guarantee that everyone could vote. He also wrote this really cool graphic novel called "MARCH." I have it at home.

Arthur: Wow!

With the above conversation, Arthur emphasizes the importance of being receptive to learning from peers as well as authoritative figures in an educational setting. Consequently, through an engaging and stimulating approach, Arthur teaches historical knowledge and develops academic skills, and fosters a lifelong love of learning in young minds by inspiring curiosity and thirst for knowledge. In addition to the aspects of lifelong learning described above, the Arthur animations also explore the wide range of specific topics related to lifelong learning that are important to children, such as self-esteem, decision making, sacrifice, and more. By exploring these topics engagingly and entertainingly, the Arthur animations can have a significant impact on the well-rounded development of young minds.

Jeon the creator of Coco melon cartoon animation also illustrated important lifelong learning skills such as perseverance, determination, commitment as well as the importance of grit in the episode, *The Tortoise and the Hare*. He portrayed these by demonstrating that it's not just natural ability that leads to success but rather the willingness to continue striving for one's goals, even when the odds seem insurmountable.

The Tortoise and the Hare here represent two different approaches to life. The tortoise embodies the idea of perseverance, while the Hare is all about speed and quick wins. Consequently, Jeon uses the Tortoise's determination to keep going even when things seem impossible as a valuable lesson to the young minds, especially nowadays that young people want to get things done quickly. If the young mind is struggling with a certain goal, like mastering a subject like math or history, they should take it one step at a time and persevere, just like the tortoise. Even if progress is slow, their determination and grit will eventually lead to success. Subsequently, Jeon instills into the young minds that grit, perseverance, and determination are important aspects of life, learning that the young minds can use to achieve success in their relationships, academics, and workplace, as well as develop into well-rounded individuals. Additionally, he conveys that it is through these traits that their goals and objectives can be realized.

In addition to perseverance and grit, through Cocomelon the young minds are also taught the value of compassion through the actions of the tortoise. Compassion is an important value to instill in young minds as it helps them build positive relationships and navigate the world with kindness and understanding. Even after winning the race, the Tortoise remained humble and kind to the hare offering him a hand and helping him up.

This demonstrates that true success is not only about reaching your goal but also about growing as a person and treating others with kindness and respect by emulating the tortoise actions young minds can learn to develop this important trait. For instance, in a situation where one is more advanced in a subject than others, they can show compassion by offering to help their classmates or friends. This helps everyone involved, as it helps the student who is struggling and it also gives the student who is advanced a sense of purpose and accomplishment just like the tortoise. By learning these lessons, the young minds can as well develop into well- rounded individuals who are successful in all aspects of their lives.

By introducing young viewers to different animals and their unique features, Cocomelon teaches them about basic zoological concepts such as animal habitats, behavior patterns and the food chain. Through engaging songs and illustrations, the animation makes these concepts easy to understand and remember.

Cocomelon's illustrations of the Tortoise and the Hare will help young viewers understand that hares are typically faster than tortoises. This is because hares are built for speed, with long legs and lean bodies, while tortoises are built for protection, with hard shells and slow-moving bodies. Although the animation doesn't cover every aspect of zoology, it does provide a solid foundation for future learning and exploration. Cocomelon sparks a lifelong interest in learning about animals, nature, and science by introducing young viewers to diverse animals and their unique characteristics. The show teaches the importance of celebrating differences and appreciating the diversity of life. In addition, Cocomelon encourages young viewers to explore the world around them with curiosity and observation, which can lead to a life-long love of learning and discovery.

Jeon highlighted another aspect of lifelong learning in the hare's arrogance and hubris. At 2:14 -2:20, the Hare was shown taking a break during the race, confident in his ability to outrun the Tortoise. The Hare's overconfidence in his abilities led him to underestimate the Tortoise and brag about his speed, to the extent of taking a nap before the race ended. This shows that pride and arrogance can lead to poor decision-making, and this overconfidence caused him to underestimate the Tortoise's determination and resilience. This led to the Hare's downfall and the Tortoise's victory. Subsequently, this illustration teaches the young minds the dangers of overconfidence and pride. It is important to be aware of one's strengths and weaknesses, and to be humble enough to recognize that others may have strengths in different areas. Arrogance and hubris can cause one to underestimate others and make mistakes that can lead to their downfall. In contrast, the Tortoise's determination and resilience show that even the most unlikely of underdogs can make it to the top if they do not give up. Overall, Cocomelon's creative approach to storytelling immerses young minds in a world of lifelong learning, from developing basic academic skills to promoting emotional intelligence, personal growth, and rapid cognitive development. Through its vibrant characters and engaging storylines, Cocomelon offers a rich and diverse learning experience for young minds.

From the animations, one would see that through the use of the audiovisual medium of communication in animations, it is evident that certain aspects of lifelong learning can be efficiently taught and absorbed. The educational and entertaining nature of these animations can encourage a love for learning, providing a solid foundation of valuable knowledge and skills to the young minds that will serve them throughout their lives.

Summary of Findings

The researchers, based on the information gathered, agree that animations can be a powerful tool for lifelong learning, particularly for young minds. The visual and auditory nature of animations makes them engaging and effective at increasing comprehension and retention. This kind of learning is essential for children's future success, as it provides them with the necessary skills and knowledge to navigate the world. It also helps children develop into well-rounded individuals who are prepared for a lifetime of learning and growth. The researchers hence recommend that educators should leverage audiovisual teaching methods to create engaging, affective, and enduring learning experiences for young learners that support lifelong learning habits.

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