CHILDREN AS AN ADVERTISEMENT AUDIENCE: INTERPRETATION OF ADVERTISEMENTS THROUGH DRAWINGS

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Abstract: As a form of communication, advertising is one of the most important tool of marketing, announcer of goods, brands, products and services for existing customers and potential target audiences through traditional and new media. Reaching by wide audience, television is still, one of the most powerful, traditional and "dateless" advertising medium. Tv as a commercial medium, achieves to create "consumers" and has pervasive influence on children and adolescents. Currently, children and child related marketing is unquestionably one of the most appreciated divisions in the part of marketing communication. Childish world has been long integrated to adult world within the pull-push power of technology and market economy. Although children cannot technically define marketing, advertisement and consuming; they can decode the impulses coming from communication channels, convert them to feelings and ideas, and learn and rationalize them with the help of their internal nature. The advertisements that the children face any time and everywhere, as a consequence of technological development, play a key role in explaining the outside world by occupying their mental agenda and support them to socialize as a consumer. Current study is an endeavor to discover the image of „ Television advertisements‟ in child‟s mind, who not only promotes the consumption in the family, but also is a consumer by him/herself. Considering the question of "What is tv advertisement for children?‟ subjective judgments, experiences and interpretation are evaluated qualitatively in the drawings of 50 elementary school children.

Keywords: Advertising, Tv Advertisements, Child, Drawing, Interpretation.

I. INTRODUCTION

Television advertisements can also target children as well as adults. Advertisements attractiveness for adults is used to external stimulus is different from for the advertisements which target children using advertisement attractiveness as an external stimulus. Therefore, the perception, comprehension and intrepretation of the advertisement by adults and children may demonstrate difference as to the levels of demographic, economic, psychologic, and sociologic variations. Adults can intrepret the advertisement within the context of logic and emotional processes, but children can intrepret within the context of emotional processes.

While quantitative research, application and analysis methods are used in researches for intrepretation of adults, the use of qualitative research, application and analysis methods for intrepretation of advertisements by children is significant to reach objective results. Therefore, this study is designed to be a qualitative research for how children intrepret of advertisements. This study is an experimental research which tries to reveal the image of "television advertisement" in children's mind that are the consumer as an individual and in the family.

Starting from the question "What does television advertisement mean for children?" personal assessments, experiences and intrepretation of children of television advertisement in 80 primary school students' drawings are examined qualitatively.

II. ADVERTISING, MEANING, INTERPRETATION

Advertising is defined as to proive information about products (goods, products, services and ideas) by using traditional and new interactive courses to reach large mass to unite the receivers and sponsor, and paid formation of persuasive communication which the product specifications is made to be intrepretation within the context of the needs and demands of consumers (Moriarty, Mitchell, & Wells, 2012, s. 6). Words, figures, signals and behaviors, in short, any stimulus from external world are encoded meanings. Within this context, meaning is the result of resolution of any code mentally belong to external world (Erdoğan, 2005, s. 109), and defined as the cumulation of abstract and concrete responses to the codes and symbols formed in mind (Gülerarslan, 2014, s. 133). On the other hand, advertisements - within social life- has become a way expressing something to people in terms of the meaning of product, the meaning of need and consumption beyond their the most specific function "selling of things", and they are evaluated as an ideological discourse in life itself at some point (Williamson, 2005, s. 12-13). The things represented to consumer via images in the advertisements are beyond to the function and benefit of the product. The promissory is an embedded- invisible content that is unattached to product. Within this context, it can be stated that the advertising has meaning on its own and it is the meaning of smething for individual. The product in the advertising is replaced with an emotion and image and takes over its meaning, and the interpretation of

role transfer occurs at the end of the mental cooperation of viewer (Batı, 2007, s. 10). In short, though meaning is centered as a design of advertising components, the definablity of advertisement is possible to link the represented meaning with customer's own mind (Gülerarslan, 2014, s. 134). If interpretation means associating an object, event and/or concept with any other thing mentally for a person in any respect (Guiraud, 1994, s. 129), it states a mentally production and interpretation activity that any kind of information related to life is framework. At that point make-sense is an internal response against the external reality, and it is in fact the creation in receiver not in the message (Shimp & Andrews, 2012, p. 84). The make sense of external world and the person itself is the result of knowing that is resulted by perception and experiences. Individual born in the meaning world, and learn the meanings of fact, object and events, then produce meanings and each fact that the person met is made-sense with a meaning. The way you interpret a thing depends on the way you know it, and the way you know a thing depends on your interpretation (Gülerarslan, 2014, p. 133). Any kind of communication way that is not visual, audial and verbal includes meaning and interpretation. At that point, it is possible to evaluate marketing communication within the concept of creation of meaning, interpretation and sharing of meanings. Marketing communication conceptually represents the dialogue between the consumer and the component of product, price, delivery and promotion (Odabaşı & Oyman, 2013, p. 36). Consumer can make-sense the meaning composed by each component. All efforts including product, price, delivery and promotion are for "meaning", and intended to meaning (Gülerarslan, 2014, p. 134). Interpretation in advertising literature is defined as the interpretation of consumer on the basis if its own experiences after the perception of advertising message (Gülsoy, 1999, p. 266). Revealing the meaning of advertising in the mind of consumer helps to understand the experience of consumer towards to advertising and understand how that occurred (Gülerarslan, 2014, p. 134). Advertising aims to convince as being a marketing communication tool, it builds the meaning of services and brands with visual, audial and signs. Signs though they are not the object itself, evoke the thing in the advertising, and they are the the formation and contents composed by 'demonstrating' and 'to be demonstrated' (Elden, Ulukök, & Yeygel, 2009, p. 472-473). Advertisements within the frame of both commercial and social functions compose all kind of meaning within the context of the relation between demonstrated and demonstrating. When the interpretation concept and the meaning given by viewer to signs are explained (Burton, 1995, p. 40), it can be stated that the interpretation of advertising by consumer is intended to representations and signs in the advertisements (Gülerarslan, 2014, p. 134). As a consumer, due to the children believe in advertising word by word (Bjurström, 1994, p. 22) Donahue and Henke (1980) and Macklin (1987) stated that it is used to be a tool to see whether the marketing target of advertisement is comprehended by children or not by using methods that re not verbal such as pictures (Lawlor & Prothero, 2003, p. 413).

III. TELEVİSİON ADVERTİSİNG AND CHİLDREN

The representation and activity powers of children in consumption economy have been the subject of academic studies for a long time. Advertisers target children as being directly consumers, indirect insists on parents and positive brand communications among teenagers (Ranjbarian, Fathi, & Shekarchizade, 2010, p. 77). Counted marketing targets mean that children are exposed to advertise in messages since early ages (Gülerarslan, 2014, p. 135). Thanks to technological developments, children have been exposed to advertisements since their infancies in every moment, everywhere. Children face to face with powerful persuasive features of multi advertising media are in interaction with social life which depends on consumption economy of today (Moore, 2004, p. 161-167). Children also meet product placements, text messages, kids club of brands and cartoon characters, sponsorship works depended on experience, events and activities of brands and interactive games as well as the messages of marketing communication in usual tools such as televisions, radio, open air and other traditional tools (Gülerarslan, 2014, p. 135). At that point advertisements that have an important part in children's daily experiences (Bartholomew & O'Donohoe, 2003, p. 451) can be considered as highly significant tools for the integration of children's world into the world of adults. As children are not only competent on the meaning related to their own life via advertisements, they are but also competent on marketing rhetoric belong to adults such as the idea and benefit of consumption, product, and get socialized as an individual (Gülerarslan, 2014, s. 135). Studies related to child and advertising are evaluated under two major topics. These are (1) cognitive process that is prompted by watching-listening-seeing/reading of an advertisement, and (2) what is the benefit of this cognitive process for the child. While cognitive process is examined with topics such as attention against advertising in literature, distinguishing advertising from other media contents, comprehension of advertising target and interpretation of advertising, advertising memory and remember of promise, the function of cognitive process for children is examined within the context of the affects on knowledge, attitude and values, parents and other individuals like parents, behavioural results related to consumption (preference and etc.) or other

behavioural results (for example; anti-sociality and so on) (Martin, 1997, p.206).

As being a form of advertisement, television advertisements have great influence on teenagers and children (Bjurström, 1994, p. 18). Due to television has been the major place for the advertisements aimed to children and teenagers for a long time, children watch approximately 40.000 advertisement every year. Television is always preferable tool to reach children and teenagers (Calvert, 2008, p. 206), when the children watch more advertisement on TV. the purchasing behaviors of children are influenced as well as families (Hameed, Wagas, Bilal, & Umair, 2014, p. 257).

Though children can differentiate TV programs from advertisements, they cannot understand the target and message totally or can understand a part of it (Bjurström, 1994, p. 27-30). Therefore, Dorr (1986) states that a sort of tips including humor, music and cartoon characters are used to help children to make a distinction (Lawlor & Prothero, 2003, p. 413). Television advertisings aimed at children benefit from many qualification similar to children (Buck, 2009, p. 9). Television is the most important advertising information source for children.

Cartoon characters can attract the attention of children. The correlation of cartoon characters with brand can create a great effect on attractiveness of brand. Favorite cartoon characters can influence the choice of brands (Jose, 2014, p. 72). Many researches focused on the way of perception television advertisements by children revealed that children correlated the products in the advertising with logo, image and visual effects (Clarke, 2011, s. 30). Advertisers use attractive products, rhythms, jingle, repetitions and unrealistic animations (Buijzen, 2007, p. 426).

They also use visual and audial production technics to enrich the memory content of children. Attractive audial features, jingles in television advertisements need to be repeated to reach children targeted audience. The lyrics and rhythms repetition in the minds of children cause the repetition of advertising content automatically in the memory. When the kid watches the same advertisement again and again, it remembers the product more and more and the defense of kid against the messages of product gets weak (Patnaik, Gopal, & Nagaraju, 2014, p. 10). It is difficult to get the attention of children with distractibility.

Therefore, the content of advertisement should include their favorite features. The correlation of musics, jingle, movie or cartoon characters with the product, service or goods can finally attracts the attention of children by the advertisement.

IV. INTERPRETATİON OF TELEVİSİON ADVERTİSEMENTS BY CHİLDREN

4.1. The Target And Importance of Research

This study aims to interpret the advertisements within the context of children's emotional and cognitive perception of advertisement and television advertisements by referencing the drawings of children within the literature. Within this context, the research is important to find an answer to the 'how children interpret the television advertisements?' The advertisement interpretation of drawings of children are questioned within the context of;

- Creative Karma of Advertisement
- Functions of Advertisement
- Components of Marketing Communication
- Media of Advertisement

and how children define television advertisements and targets are examined.

4.2. Environment and Sample of Research

This study is designed to be qualitative research. The environment of the research is Konya province, the sample is X class students in Esentepe Private High School in 2016-2017 Fall term within the scope of easy accessible situation sampling as qualitatively. The research is completed in X class between x-x ages with 80 students face to face. 80 primary school students attended to research compose of x% female (x) and x% male (x).

4.3. Restrictions of research

This study is limited with 2016-2017 Fall term time-wisely, Esentepe Private High School as spatial and age group, participant number and application subject. The pictures are digitized within the context of sex, content and comprehension of pictures by categorization.

4.4. Research Method And Collection Of Data

When researches done in that area are evaluated, though the children cannot define technically, it is seen that children explain the facts with their own realities thanks to the pictures and set a relation between the facts and their own worlds, and express the 'truth' they learned. It is common to see thıs kind of research method applications aimed at revealing the media contents in the minds of children. Lutzand Lutz (1977), for example, studied illustrations within the context of "advertising and learning", Cihan (2006) benefited from children drawings in the study of "financial status and product relation", McNeal and Ji (2003) evaluated the "remember of advertisement message and package information" of children from the drawings of them. Data about media contents except from advertising via drawing is tried to reach. For instance; Steinke and et al. (2007) analyzed the

effects of media on children, Ersoy and Türkkan (2009) analyzed internet perceptions, Şeker and Sine (2012) analyzed the new fact in the mind of a child with similar method.

This study is experimental and descriptive research which is designed qualitatively. Experimental children were asked "What does television advertisements mean for you" and asked to draw pictures with free associations. It was tried to reveal the interpretation of television advertisement context in the minds of children. At the first stage, directive about drawing technique of television advertisements is delivered, and at the second stage drawing papers, dry paints, crayons are given, and children drew the pictures of the meaning of television advertisements in their minds for 45 minutes in Art class. Instead of using survey or interview methods, drawing picture method is used to provide a free and liberate environment for children by deactivating their self defense reflexes about television advertisements.

V. RESULTS AND INTERPRETATİON

Advertising concept is defined as to inform individuals or viewers consisting of a specific target market about the products, services, organizations and ideas, and settle persuasive messages and announcements of companies, NGOs, public institutions and individuals into mass media by purchasing space or time (Elden, Advertising, 2009, p. 136). Within the definition of advertising, it is observed that children internalize the advertising in all pictures as being a target audience, and they are aware of the convincing messages of goods, products and services or organizations when informative messages are directed to them as well the perception of television as an advertisement tool.

Table 1: Processing of TV Advertising Concept in Pictures

	M	%
1-Pictures using the **original** TV advertising	10	20
2-Pictures TV advertising is **fictionalized**	40	80
Total	**50**	**100**

It was observed that children interpreted mostly television advertisings (80%) in pictures by fictionalizing in their inner world. The functions of advertising such as convince, sell, inform become prominent, and the functions of advertising such as discount announcement and features of the product is mentioned. It was determined that children described the product, package, logo, slogan, color, jingle lyrics, emotions created by advertising, in short all details of advertising concept, in pictures including the original TV advertising (20%).

Table 2: Advertisements as to Planned Strategy

	M	%
1-Push Strategy/Price/Discount oriented	12	24
2-Pull Strategy/Image/Brand oriented	32	64
3- Combine Strategy	6	12
Total	**50**	**100**

Children acts as to the image and brand strategy while interpreting the television advertisements (64%) and do not take into place information about prices or discounts much. While children define the value of products, goods and services in price discount oriented pictures (24%), they used the word money instead of price of product. Advertising using this strategy are all technologic products. As children do not comprehend money, price and value concepts properly, they cannot determine the price of the product, good and services. Children perceive hard-to-reach products as high price.

Table 3: TV Advertisings Pictured as to Time Criteria

	M	%
1-Short-term Snap up Oriented	23	46
2-Long-term Oriented to Later Purchasing	27	54
Total	**50**	**100**

When the pictures were examined as to the time criteria, (46%) of the pictures was oriented to use product/service immediately and informative advertisings directs to snap up. (54%) of the pictures was oriented to later purchasing in long term that need a persuasive process, introduction of product, get information about target group, creation positive attitude and formation of an image that take a long process.

Table 4: TV Advertisings as to the Affinity Level of Product Category

	M	%
1-Low Affinity Products	38	76
2-High Affinity Products	12	24
Total	**50**	**100**

Though it was observed that children pictured the products, goods and services at low affinity category; products, goods and services at low affinity category was seen at high affinity category as to children.

Table 5: Target Group of Product and Service

	M	%
1-Consumer Products Oriented to Children Itself	24	48
2- Products Oriented to Consumption of Parents	2	4
3- Products Oriented to Household	24	48
Total	**50**	**100**

It was comprehended that children were not only sensitive to consumption products oriented children (48%), they were also sensitive to consumption products oriented to household (48%). It is the demonstration of increasing right to speak of children in consumption decision of household.

Table 6: Pictured Television Advertisements as to the Used Message Base		
	M	%
1- Emotional Message Advertisements	37	74
2-Factual Message Advertisements	13	26
Total	**50**	**100**

It was determined that children reflected their own inner world in television advertisings and described their emotions related to product, and visualized idea and observations and the products as problem solving. Emotional message oriented advertisements were used in pictures rather than factual message oriented advertisements.

Table 7: The Origin of Product/Brand		
	M	%
1-Domestic Products/Brands	0	0
2-National Products/Brands	4	8
3-International Products/Brands	6	12
4-Fictional Products of Real Brands	15	30
5-Fictional Products/Brands	25	50
Total	**50**	**100**

When the products advertised were examined, it is observed that children mostly pictured their own fictional products and brands (50%). It was encountered fictional products or brands derived from mostly names and surnames of children.

Table 8: Pictured TV Advertisements as to the Target of Advertising		
	M	%
1-Profit-oriented	45	90
2-Non-profit/Social	5	10
Total	**50**	**100**

As children are aware of the purchasing target of the advertising, they pictured non-profit (10%) television advertisements aiming moral and material support within social context while determining the picture of profit-oriented (90%) television advertisings.

Table 9: Pictured Television Advertisements as to the Production Type of Advertising		
	M	%
1-Hard Sell/Rational/Logical	23	46
2-Sof Sell/Irrational/Emotional/Humorous/Exaggerated	27	54
Total	**50**	**100**

Though children use hard sell approach (46%) which promotes snap up and settles the advertising over the reasons of it, it is determined that indirect soft sell approach (54%) transmitted via inference and evocation which appeals to mostly emotions, based on image and benefits of products to consumer was used by children.

Table 10: Pictured Television Advertisements as to the Production Type of Advertising		
	M	%
1- Product alone	42	84
3- Problem solution/ slice of life	5	10
5- Characters Used Permanently	1	2
9- Narrative story	1	2
14- Vignettes and Situations	1	2
Total	**50**	**100**

It was determined that children pictured mostly products (84%) in television advertisements, pictured the product type and package form, wrote the content of consumer informing, pictured the goods, products and services as high-tech and collection products. Purchasing support oriented to target groups was provided by using the figures belong to persons using good, product and service brands. Children used problem solution/slice of life (10%) format for the benefit and problem solution of target groups' good, products and services use. It was also determined that children used permanently used characters (2%) as affected by famous people or advertisement characters used in advertisements.

CONCLUSIONS

When television advertisings which children pictured by re-fictionalizing them in their semantic world are examined, it was observed that children had an idea about the components of advertising concept. Children are aware of the target of the advertisement as well as target group, information and purchasing strategy. Due to children are influenced by the strategies used in television advertisements, they use strategies influenced them in television advertisements. While children use the original of good, product and service products or brands, they pictured the fictional product and brands after the interpretation of original good and brands in their inner world. Though children pictured good, product and services at low affinity category, children in fact states the good, product and services at high affinity levels. As a result, children re-interpret the messages of good, product and service brands in television advertisements in their inner world. Children act like a brand manager in their inner world. It is comprehended in these studies which children see themselves as an advertising professional that advertisement include all required factors, product/service (advertiser) in pictures are clear and the features and promise of the product transmitted clearly.

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