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## ASSESSING THE IMPACT OF COMICS AND ANIMATED FILMS ON THE DEVELOPMENT OF CHILDREN'S LITERATURE TO CONTRIBUTE TO ENHANCING THE TEACHING QUALITY OF THE CHILDREN'S LITERATURE MODULE FOR PRESCHOOL EDUCATION STUDENTS

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### ABSTRACT

This paper evaluates the impact of comics and animated films on the development of children's literature and their role in improving the teaching quality of the children's literature course for preschool education students. Comics and animated films, with their vivid imagery and engaging narratives, help children develop language skills, creative thinking, and imagination. The paper also highlights the benefits of incorporating these media into early childhood education, including fostering a love for reading, enhancing comprehension, and promoting emotional development. However, improper use may lead to negative effects such as dependency on visual stimuli or exposure to inappropriate content. The paper proposes three measures to maximize the effectiveness of comics and animated films in teaching: developing an integrated curriculum, training teachers in the effective use of these tools, and conducting research to gather feedback from teachers and students.

**KEYWORDS:** comics, animated films, children's literature, students, Preschool Education

### INTRODUCTION

In recent decades, comic books and animated films have become popular forms of entertainment with a profound influence on children worldwide. Beyond their entertainment role, comics and animations have significantly contributed to the formation and development of modern children's literature. With their lively forms of expression, engaging content, and natural ability to convey humanistic values, these media have expanded the boundaries of traditional children's literature, enabling children to access language, imagery, creative thinking, and moral values effectively.

In the current educational context, the integration of comics and animated films into the teaching of the Children's Literature module for Preschool Education students is receiving increasing attention. Students are expected not only to master the theoretical foundations of children's literature but also to apply new media to foster children's interest and develop their linguistic and aesthetic capacities.

Therefore, evaluating the impact of comics and animated films on the development of children's literature helps identify both the contributions and limitations of these media, while also opening new directions to improve teaching quality.

This study aims to build a theoretical and practical foundation for effectively integrating comics and animated films into the teaching of children's literature, thereby contributing to the training of a generation of preschool teachers who are creative and adaptable to the demands of modern educational reform.

## 2. LITERATURE REVIEW

In the context of globalization and the rapid development of media technology, comic books and animated films have become popular means of entertainment and education for children worldwide. Research on the impact of these media on the development of children's literature has attracted considerable attention from both domestic and international scholars. Particularly, in the training of Preschool Education students, the utilization of comics and animated films in teaching the Children's Literature module plays a vital role in improving training quality and meeting the demands of contemporary educational reforms.

Jean Piaget's classic study on children's cognitive development (1969) highlighted that images and colors have a direct and powerful impact on the formation of thinking and imagination in young children. According to Piaget, children in the preoperational stage (ages 2–7) are particularly sensitive to vivid visual elements, making media such as comics and animated films highly effective tools for knowledge acquisition, cognitive development, and aesthetic appreciation (Piaget, 1969).

In addition, Lev Vygotsky's theory of learning through social interaction (1978) provided another perspective on the role of comics and animated films in developing language and logical thinking in children. Vygotsky emphasized that by interacting with characters, situations, and dialogues in comics and animations, children not only learn language use but also develop reasoning and critical thinking skills (Vygotsky, 1978). These media thus serve as a vital bridge between the real and imaginary worlds, enhancing children's early literary appreciation skills.

In Vietnam, the influence of comic books and animated films on the development of children's literature is vividly reflected in the works of many renowned writers. Studies on To Hoai and Nguyen Nhat Anh show that comics and animations have had a clear impact on their writing styles, especially in the creation of humorous characters, natural dialogue, and engaging plots that resonate with children (To Hoai, 1987; Nguyen Nhat Anh, 2002). Works such as *Diary of a Cricket* (*Đế Mèn phiêu lưu ký*) and *Give Me a Ticket Back to Childhood* (*Cho tôi xin một vé đi tuổi thơ*) demonstrate a harmonious blend of traditional literary forms with a modern, lively storytelling style inspired by comics and animated films.

Several domestic studies have further clarified the role of comic books in children's education. Nguyen Thi Thanh Ha (2015) pointed out that the appropriate use of comics in educational activities can

enhance children's reading comprehension, expand their vocabulary, and stimulate creative thinking. With their visually engaging and easy-to-understand nature, comics help children practice storytelling, imagination, and creative content building, thereby improving their ability to comprehend and produce texts (Nguyen Thi Thanh Ha, 2015).

Meanwhile, Tran Thi Minh Hang's research (2020) on the influence of animated films on the cognition and emotions of Vietnamese children revealed that animated films could motivate children to read and foster their literary thinking. According to Hang, humanistic animated films with diverse characters and situations not only foster empathy but also inspire a love for exploring children's literary works (Tran Thi Minh Hang, 2020).

From the above research findings, it is clear that comic books and animated films play an important role in the development of children's literature, both in content and form. These influences have expanded the boundaries of children's literature, moving beyond purely textual narratives to an effective integration of imagery, language, and sound, allowing children to experience literature in a more multidimensional and vibrant way.

Especially in the context of training Preschool Education students, integrating comics and animated films into the Children's Literature module is a necessary approach to innovating teaching methods and enhancing learning effectiveness. Students should not only be equipped with a solid theoretical foundation in children's literature but also master the skills to use comics and animated films as powerful educational tools. This will enable them to organize language education, emotional education, cognitive development, and social skills activities for young children more flexibly and effectively.

### **3. RESEARCH METHODS**

The study "Assessing the Impact of Comics and Animated Films on the Development of Children's Literature to Enhance the Teaching Quality of the Children's Literature Module for Preschool Education Students" was conducted through a combination of theoretical and empirical methods. The method of document analysis and synthesis was employed to systematize domestic and international research on the influence of comics and animated films on children. Surveys, questionnaires, and in-depth interviews were utilized to collect practical data from Preschool Education students and lecturers teaching the Children's Literature module. Additionally, content analysis of representative comics, animated films, and students' learning products was conducted to evaluate their influence on students' cognition, skills, and learning motivation. The collected data were processed using descriptive statistical methods to provide objective evaluations and propose appropriate solutions.

### **4. RESULTS AND DISCUSSION**

#### ***4.1. Theoretical Foundations***

Children's literature is a field of literature specifically created for children, characterized by accessible language, content that resonates with the world of childhood, and a strong educational orientation.

Children's literary works not only provide reading enjoyment but also contribute to personality development, emotional cultivation, intellectual growth, and the acquisition of life skills. Throughout its evolution, children's literature has drawn support from various art forms, notably comics and animated films.

Comics represent a form of literature that combines illustrative images and language, where visuals play a crucial role in guiding and advancing the storyline. The harmonious coordination between concise dialogues, brief narrative descriptions, and vivid imagery makes comics an engaging storytelling medium for children. Meanwhile, animated films are a cinematic genre that uses moving images to depict storylines, often combining sound, color, and motion to enhance their appeal. Animation serves not only as entertainment but also as an effective educational tool, facilitating children's natural engagement with knowledge, ethical values, and social skills.

The impact of comics and animated films on the development of children's literature can be explained through several important educational theories. Jean Piaget's cognitive development theory emphasizes the role of images in children's cognitive processes. According to Piaget, young children in the preoperational stage (ages 2–7) primarily perceive the world through direct visual experiences; thus, comics and animated films, with their vibrant imagery, significantly support cognitive development at this stage.

Additionally, David Kolb's experiential learning theory suggests that children learn most effectively through direct participation in real-world experiences. Comics and animated films, by constructing diverse situational contexts, allow children to "indirectly experience" the world through the actions of characters, thereby internalizing lessons and knowledge in a vivid and memorable way.

Moreover, multisensory learning theory highlights that simultaneous engagement of various senses - such as visual (images), auditory (sounds), and linguistic (language) stimuli - enhances children's capacity to absorb and retain information. Comics and animated films, as multimodal educational media, thus effectively support the development of children's language skills, thinking abilities, and emotional intelligence.

In conclusion, comics and animated films are not merely forms of entertainment but play an essential role in fostering a love for literature and supporting the holistic development of children. Their integration into the Children's Literature module significantly contributes to improving the training quality of Preschool Education students.

#### **4.2. Current Status of the Impact of Comics and Animated Films on Children's Literature**

**Table 1. Survey Results on the Frequency of Children's Exposure to Comics and Animated Films**

Survey Participants	Frequently	Occasionally	Rarely	Never
Preschool Teachers (n=5)	80%	20%	0%	0%
Preschool Children (n=51)	72.5%	21.6%	5.9%	0%

**Table 2. Cognitive Impacts of Comics and Animated Films According to Teachers' Evaluations**

Evaluation Criteria	Percentage of Teachers Agreeing
Helps develop language and thinking skills	100%
Stimulates interest in reading and storytelling	80%
Enhances imagination and creativity	100%
May cause negative effects if content is inappropriate	60%

***Assessment of the Current Impact of Comics and Animated Films on Children's Literature***

The survey results indicate that comics and animated films are exerting a clear influence on the development of children's literature within the preschool education environment.

Firstly, regarding the level of exposure, the data from Table 1 shows that a majority of preschool children are frequently exposed to comics and animated films. Specifically, 72.5% of surveyed children reported engaging with these forms daily, while only 5.9% reported rare exposure, and none indicated no exposure at all. Similarly, 80% of preschool teachers stated that children frequently incorporate comics and animated films into their daily activities. This demonstrates that comics and animated films have become familiar and widespread mediums in the lives of preschool-aged children.

In terms of their impact on language and cognitive development, Table 2 reveals that 100% of surveyed teachers agree that comics and animated films positively influence children's language acquisition and thinking skills. Through exposure to storytelling language, character dialogues, and vivid plot

developments, children are stimulated to expand their vocabulary, improve expressive abilities, and develop logical thinking. Additionally, all teachers affirmed that these mediums enhance children's imagination and creativity by immersing them in colorful fictional worlds and diverse scenarios.

Furthermore, 80% of teachers noted that the use of comics and animated films successfully stimulates children's interest in reading and listening to stories. These artistic forms capture children's attention and foster a love for narratives, thereby broadening their ability to engage with traditional literary works during children's literature lessons.

However, alongside these positive effects, the survey also revealed some concerns. About 60% of teachers expressed apprehension regarding potential negative impacts if the content of comics or animated films is inappropriate. Some products featuring violence, unrealistic scenarios, or lacking educational value could lead to negative behavioral expressions in children, distort their cognitive standards, or undermine healthy reading habits.

Moreover, the survey findings also suggest that the current use of comics and animated films in teaching activities remains largely spontaneous, relying heavily on teachers' personal experiences. There is a lack of a systematic program to guide the selection and integration of these forms into children's literature lessons in a way that maximizes their educational potential.

From the children's perspective, the survey indicates a stronger preference for animated films over comics, mainly due to the dynamic visuals, sound, and vibrant colors offered by animation. This suggests that storytelling and reading activities in preschools should be innovated by incorporating multimedia storytelling techniques to better meet the contemporary interests of young learners.

In summary, comics and animated films have a distinct and positive impact on the development of children's literature at the preschool level. However, they also pose higher demands on content orientation, management, and appropriate educational use. To enhance the quality of the Children's Literature course for early childhood education students, it is essential to systematically research, select, and guide the use of these artistic forms in a scientific manner that is well-suited to the psychological characteristics of young children.

#### **Assessment:**

The survey results demonstrate that comics and animated films have several notable advantages in supporting the development of children's literature. All five teachers surveyed agreed that comics and animated films enhance children's language acquisition and cognitive development by providing exposure to vivid imagery and dynamic dialogues. In addition, these forms of media significantly stimulate children's imagination and creativity, laying a foundation for the development of literary skills. Notably, the majority of teachers observed that comics and animated films have sparked children's interest in reading books and storytelling activities, while also promoting multisensory learning that aligns with the psychological characteristics of preschool-aged children.

However, alongside these advantages, the survey also highlighted some concerns. Approximately 60% of teachers expressed worry about the potential negative impact if the content of comics and animated films is inappropriate, which could lead to children mimicking inappropriate behaviors or developing unhealthy reading habits. Furthermore, frequent exposure to dynamic visual content may reduce children's ability to independently imagine when engaging with pure literary texts. Another limitation is that the use of comics and animated films in educational settings lacks a systematic approach and is often based on the personal experience of the teachers. Lastly, the survey found a mismatch between children's entertainment preferences and the educational expectations of teachers, underscoring the need for strategies to guide children's media consumption to ensure a balance between entertainment and educational objectives.

### **4.3. Proposed Solutions for Enhancing the Quality of Teaching Children's Literature Module to Preschool Education Students Through the Use of Comics and Animated Films**

#### ***4.3.1. Develop a Curriculum Integrating Comics and Animated Films into the Children's Literature Module***

To fully harness the educational potential of comics and animated films, one of the key measures is to develop a curriculum that integrates these media into the children's literature course for preschool education students. This curriculum should involve the selection and categorization of high-value educational comics and animated films that are appropriate for the psychological characteristics and developmental stages of preschool-aged children.

First, clear criteria need to be established to select works based on their educational content, humanistic values, ability to stimulate creative thinking, and potential to develop children's language skills. These works should not only help children visualize the world around them but also provide opportunities for them to learn moral values and emotional understanding through the stories in comics and animated films. Students should be equipped with the skills to choose and apply these works in specific teaching scenarios, as well as learn how to combine reading comics with showing animated film segments to maximize educational impact.

The curriculum should create a learning environment where students can practice and reflect on how to use comics and animated films in the classroom. For instance, in some specific lessons, students may be asked to design activities that integrate comic reading and showing animated film segments to create engaging and easily digestible lessons. Through this, students will gain a deeper understanding of the positive impact these media have on the development of children's literature.

#### ***4.3.2. Train Preschool Teachers on Effective Utilization of Comics and Animated Films***

Another important factor to improve the quality of the children's literature course is to train preschool teachers on how to effectively utilize comics and animated films. Although these media have become

popular teaching tools, many preschool teachers have not been adequately equipped with the knowledge and skills to use them in a scientifically sound and appropriate manner.

This training program could include both theoretical and practical components, where teachers will learn how to select appropriate works for children of different age groups, how to creatively integrate comics and animated films into lessons, and methods for using them to develop children's language, cognitive skills, and emotional intelligence. Additionally, teachers should be trained on how to use comics and animated films to create diverse learning activities that blend learning and play, such as intellectual games, storytelling, group discussions, etc.

Teachers should particularly understand how exposure to the images and sounds in comics and animated films affects children's cognitive development. Once they are fully aware of these effects, teachers will know how to use these media not just for entertainment but to support children's development of critical thinking, creativity, and healthy emotional expression.

#### ***4.3.3. Organize Research Activities and Collect Feedback from Students and Teachers on the Effectiveness of Using Comics and Animated Films in Teaching***

An important measure to assess and enhance the effectiveness of using comics and animated films in teaching children's literature is to organize research activities and collect feedback from students and teachers on the actual impact of these media. These studies can be conducted through surveys, interviews, or group discussions to gain a better understanding of how students and teachers apply comics and animated films in their teaching, as well as the benefits and challenges they encounter.

Feedback studies could include questions about children's interest in learning through comics and animated films, their level of participation in learning activities, and the impact of these media on language development, creative thinking, and social skills. Through these research results, training programs can be adjusted to improve teaching methods and help students better understand how to apply theory to practice.

Additionally, these activities can help preschool teachers stay updated on the latest trends in teaching children's literature and apply modern teaching methods, thereby improving the overall quality of preschool education and children's literature instruction.

## **5. CONCLUSION**

Comics and animated films have a profound impact on the development of children's literature. When used correctly, they serve as powerful tools in children's education, stimulating creative thinking and fostering good reading habits. For preschool education students, understanding the influence of comics and animated films enables them to apply these tools effectively in teaching, contributing to the enhancement of preschool education quality in the context of current educational reforms.

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