Analyzing Cognitive Knowledge in Television Programs: A Look at "Red Cat"

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ABSTRACT

At the academic and scientific levels, the subject of "Enhancing Cognitive Knowledge in Television Programs: An Analytical Study of a Program "Red Cat Program"" is quite important. By improving the way information is presented and how viewers engage with it, cognitive expertise is essential to television show design. At the academic and scientific levels, the subject of "Enhancing Cognitive Knowledge in Television Programs: An Analytical Study of a Program "Red Cat Program"" is quite important. By improving the way information is presented and how viewers engage with it, cognitive expertise is essential to television show design. Designers may produce more captivating visual and aural experiences by utilizing principles of perception, such as how viewers interpret colors and sounds. Designers may produce more captivating visual and aural experiences by utilizing principles of perception, such as how viewers interpret colors and sounds. Programs can, for instance, highlight dramatic features or draw viewers' attention to crucial information by using particular visual strategies. Furthermore, knowing how the brain processes information aids in creating powerful stories that increase the audience's psychological involvement and concentrate on comprehending the messages being presented, thereby boosting the programs' emotional effect. Programs can, for instance, highlight dramatic features or draw viewers' attention to crucial information by using particular visual strategies. Furthermore, knowing how the brain processes information aids in creating powerful stories that increase the audience's psychological involvement and concentrate on comprehending the messages being presented, thereby boosting the programs' emotional effect. Between April 10, 2024, and May 9, 2024, during Ramadan, the UTV channel's "Red Cat" program was the subject of the study. The study comprised a thorough analysis of all 30 episodes of the show from the Ramadan season of 2024. Between April 10, 2024, and May 9, 2024, during Ramadan, the UTV channel's "Red Cat" program was the subject of the study. The study comprised a thorough analysis of all 30 episodes of the show from the Ramadan season of 2024.

Keywords: Perception, Knowledge, Information processing.

Introduction:

Television shows are a powerful tool for increasing audience cognitive knowledge, contributing to the expansion of knowledge and the provision of precise, fact-based information. Television shows are a powerful tool for

increasing audience cognitive knowledge, contributing to the expansion of knowledge and the provision of precise, fact-based information. Programs that concentrate on cognitive ability development have become increasingly prevalent in recent years, which reflects the community's desire for information that advances knowledge and awareness. Through an analysis of the show "Red Cat," we will investigate how this kind of programming helps to mold viewers' thoughts and alter their perspectives.Programs that concentrate on cognitive ability development have become increasingly prevalent in recent years, which reflects the community's desire for information that advances knowledge and awareness. Through an analysis of the show "Red Cat," we will investigate how this kind of programming helps to mold viewers' thoughts and alter their perspectives.

Chapter One: Research Methodology

First: Research Problem:

"How can the program 'Red Cat' enhance the concept of cognitive knowledge among the audience?" is the primary question that encapsulates the research challenge."How can the program 'Red Cat' enhance the concept of cognitive knowledge among the audience?" is the primary question that encapsulates the research challenge.

Second: Importance of the Research:

Cognitive knowledge is essential in addressing the psychological aspect of the audience in television programs, as it helps design content that has emotional and mental impact. By understanding how people absorb information and interact with images and sounds, programs can enhance psychological messages, create strong emotional effects, and stimulate specific psychological responses, thereby increasing the audience's connection to the content and achieving the goal of the media message.

Third: Research Questions:

1. What methods are used in television programs to enhance cognitive knowledge?
2. What appeals have emerged in the program?
3. What values are reflected in the program?

Fourth: Research Objectives:

1. To identify the methods used in television programs to enhance cognitive knowledge.
2. To determine the appeals that emerged in the program.
3. To understand the values reflected in the program.

Fifth: Research Community and Sample:

The program "Red Cat," aired on UTV, represents the original research community, focusing on analyzing the media content in terms of form and substance. The researcher analyzed all 30 episodes of the program using a comprehensive survey method for the 2024 season.

Sixth: Type of Research and Methodology:

This research is descriptive, focusing on describing the nature, features, and characteristics of a specific community. The researcher employed a survey method, both descriptive and analytical, suitable for the nature of the current research and achieving its objectives, as the survey method is appropriate for data collection.

Seventh: Research Tool:

The researcher designed a content analysis form to collect basic information and data, classify it, and categorize it to describe the explicit content and the apparent substance of the media material presented in the program "Red Cat."

Chapter Two: Enhancing Cognitive Knowledge in Television Programs: An Analytical Study of the Program

Introduction:

Perception

involves all physical senses (sight, smell, hearing, taste, touch, and spatial awareness) alongside cognitive processes that translate these senses. This is how people understand the world around them by interpreting stimuli. Some psychologists,

like Edward B. Titchener*, began exploring perception in their structuralist* theory of psychology. The structuralist approach attempts to break down human thought (or consciousness, as Titchener preferred to call it) into its basic elements to understand how a person receives stimuli. The current view on perception tends to focus on specific ways the human mind interprets sensory stimuli and how those interpretations affect behavior(1).

First: Cognitive Knowledge

Proponents of this theory believe that an individual's behavior is influenced by the cognitive and perceptual systems they have developed about their surrounding world. Individuals organize their perceptions, beliefs, and thoughts into meaningful and significant forms, interpreting the external world within this framework. Consequently, their behavior is shaped by the meanings individuals create about their surroundings, alongside the cognitive systems that affect how they perceive their environment based on stored perceptions. Furthermore, individuals assume certain intentions regarding other aspects of the world; we not only notice what is around us but also interpret it. We observe and make judgments, trying to understand our feelings and those of others, all of which influence our behavioral responses(2).

The theory emphasizes concepts like equilibrium, coherence, and cognitive dissonance, which are concerned with the methods we employ to reorganize our knowledge to make it cohesive or coordinated. These theories differ from learning theories in that they focus on historical aspects, emphasizing the organization of perceptions and interpretations at the time of behavior, and are concerned with the manner of perception rather than learning methods or experiences. They primarily focus on internal factors driving observable behavior. Perception is the process by which the mind uses stored knowledge to determine the significance of meanings and sensory perceptions. This means that individuals do not interpret messages in perfectly corresponding meanings; rather, interpretation occurs within the interaction between received symbols and the relevant knowledge that the receiver draws upon. This illustrates the variation in interpretations among individuals for the same message due to differences in cognitive knowledge, characterized by the organization of elements that contribute to its formation, thus acquiring specific meanings, which the individual applies to the symbols received(3).

Second: Importance of Cognitive Knowledge

Cognitive knowledge leads to an understanding of human behavior, contributing to the understanding of how human behaviors and individuals' responses to different situations form, which can improve communication and

* **Edward B. Titchener (1867-1927)** was an English psychologist considered the founder of the experimental school of psychology. He studied at the University of Oxford and developed the concept of structural analysis of consciousness to understand mental processes. He established the psychology institute at Cornell University and had a significant impact on educational curricula, producing numerous works in the field.

* **Structuralism** is a school of thought in psychology founded in the late 19th century, with Edward B. Titchener being one of its founders. It focuses on studying the structure of consciousness and individual experiences by analyzing their basic components, such as sensations and thoughts. Titchener used techniques like introspection to gather data. Despite its early influence, structuralism declined with the emergence of new schools such as behaviorism.

(2) Mahmoud Abdel Hamid, *Media Theories and Impact Trends*, 3rd ed. (Cairo: Al-Dar Al-Jamiya, 2003)).

(3) (Fuad Zakaria, *Theory of Knowledge and the Natural Position of Man* (Hindawi Foundation: Publishing and Printing, 2021), p. 165).

(4) (Leila Abdul Majid, *Fundamentals of Communication in the Third World*, Cairo – Al-Tabai Arabic, p. 86).

understanding of others. It enables the ability to analyze ideologies and beliefs, helping to understand how personal knowledge and beliefs are formed, and how they affect decision-making and daily interactions. It also has applications in mental and social health, as it can be used to understand and analyze various social and psychological phenomena, such as human communication and resolving personal and group conflicts. Furthermore, it aids in developing effective educational strategies by understanding how students organize knowledge and interpret educational concepts, and in practical applications in daily life by understanding the impact of personal interactions and interpretations on individual behavior in work and social life, thus contributing to improved performance and interactions among individuals[1].

Third: Objectives of Cognitive Knowledge

Cognitive Constructivism is a theory in educational psychology that focuses on how knowledge is formed in individuals' minds. Its main objectives include[2]:

1. Understanding cognitive processes: Focusing on how the human mind receives, processes, and organizes information.
2. Promoting critical thinking: Encouraging individuals to think critically and analytically, enhancing their ability to deduce information and find relationships among it.
3. Fostering active learning: Emphasizing the individual's role in building their own knowledge through personal experiences and interaction with the learning environment.
4. Encouraging self-research: Enhancing the ability to research and discover knowledge independently, rather than relying solely on the teacher as the source of knowledge.
5. Activating sustainable learning: Encouraging the use and application of knowledge in various contexts, leading to lasting learning that extends beyond educational settings.
6. Supporting social learning: Focusing on educational activities that encourage interaction among individuals, building knowledge through collaboration and discussion. Overall, cognitive constructivism aims to enhance individuals' abilities to understand and construct knowledge more interactively and effectively, fostering independence in the learning process.

Fourth: Cognitive Learning Theory

Cognitive learning theory According to the interpretation of researchers Winograd and Flores (1989)*

concerns itself with how cognitive systems work, with researchers in artificial intelligence noting that perceptual systems are symbolic systems that operate by assigning symbols to external and internal situations and controlling these symbols. Cognitive science posits that thoughts are an "internal language," resulting from control over representational structures in thought. These representations are symbolic structures that form part of the solution to a

[2] (Fuad Zakaria, *Previous Reference*, p. 54).

[8] (Fatima Muhammad Saleh Al-Badrani, *Epistemology: Theories in Understanding and Cognitive Beliefs* (Hashemite Kingdom of Jordan: Al-Manahil Publishing and Printing), pp. 39, 56).

* **Winograd and Flores** are researchers in computer science and cognitive science, who published in 1989 the book *Understanding Computers and Cognition: A New Foundation for Design*. Their work focused on the importance of social and cultural contexts in technology design, emphasizing that software and hardware design should consider how people use technology in their daily lives. Their work influenced fields like interactive design and computer science.

problem. Such representations are merely information that is processed and analyzed, followed by searching for alternative representations until selecting the one that can achieve the desired goal[1].

Perception involves understanding, acquiring knowledge, and processing information, facilitating awareness and decision-making[2]. The cognitive system is a symbolic system that can be shaped by intelligence through assigning symbols to internal and external situations and controlling these symbols. Cognitive science aims to understand the thinking process and build a practical model, which relates to artificial intelligence, allowing the development of theories based on human cognitive understanding. Cognitive learning uses educational tools that facilitate mental processes, such as mind mapping, mental modeling, and analogy to clarify the acquired ideas or information and cement it in memory. The focus in cognitive education is on the learning method rather than the learning outcome, as learning is indicated by providing opportunities for learners[3]. The goal of cognitive learning theory is to understand the thinking process and construct a practical model that can be linked to a real-world model derived from our concepts in this world. Moreover, through understanding cognitive processing and applying acquired knowledge and skills, it aims to reach advanced methods in teaching and learning[4].

Fifth: Information Processing Model

Psychologists specializing in information processing assert that perceptual systems can be understood through metaphorical expression akin to a computer. Knowledge acquisition is defined as transforming data into a usable form. Knowledge is assimilated through a reservoir of retrievable representations for analysis and translation into language instead of symbols. The information processing process illustrates how the mind works and how students can utilize their minds to learn new ideas or skills. Creative thinking develops when students learn how to use their existing knowledge creatively. Humans process information through perception[5], which is "the process through which we receive and interpret information in the world around us, encompassing various levels and types of physical energies." Our knowledge of the world comes through sensory organs that respond to these energies. Similarly, through programming information, a computer can process information and provide appropriate responses, such as solving mathematical problems or preparing computer programs. A person may monitor the various steps required to solve mathematical issues or represent a problem by designing an algorithm, updating symbols, or debugging a program. In humans, information is received through the senses, and mental processing occurs through feedback loops, research, and matching until extraction is completed for storage in memory or generating a specific behavior. The information processing model represents the cognitive processing that occurs in a confrontational situation.

The input sent to the senses is processed through working memory, applying cognitive operations, and continuously adjusting these operations to match the expected extraction. The entire process of information processing places the learner in an environment of observation and analytical reasoning. When a learner engages in tasks requiring thinking while solving problems, this task is similar to the information processing

[2] (Hugh McGuire, *How to Read Winograd's and Flores's Understanding Computers*, 1992, pp. 98).
[3] (Hugh McGuire, *Previous Reference*, p. 120).
[4] Emad Zaghloul, *Learning Theories* (Cairo: Dar Al-Shorouk Publishing, 2009), p. 177).
[5] (Mohammad Ziad Hamdan, *Guide to Learning Theories and Learning Disabilities: Applications of Psychology* Modern House for Printing, 2017), p. 60).
[6] Iman Younis Ibrahim Al-Abadi, *Visual Perception in Kindergarten Children*, Academic Book Center, 2222, p. 81).

model in computer programs, requiring the following steps to reach the expected outcome[1]

Sixth: The Impact of Cognitive Knowledge[2]:

1. Reducing stress and anxiety: Cognitive knowledge teaches individuals how to focus on the present moment without being distracted by past or future thoughts, helping to lower stress and anxiety levels.
2. Improving overall mental health: Cognitive knowledge training provides tools to cope with daily stressors and enhance an individual's overall well-being.
3. Increasing focus and attention: Regular practice of cognitive knowledge enhances the ability to focus and pay attention, leading to improved mental performance.
4. Enhancing social relationships: By increasing awareness and conscious interaction with others, cognitive knowledge can improve the quality of social relationships and communication.
5. Overall, there is evidence that cognitive exercises can be effective in reducing symptoms of depression and improving mood.
6. Some research suggests that cognitive knowledge can help improve sleep quality and manage insomnia.

Seventh: Cognitive Process Model

The second model connects currently acquired information with knowledge stored in memory. An example of the cognitive processing model is when a child in elementary school learns the meaning of a new vocabulary word that resembles a word they have learned before. Cognitive processing occurs by linking the meaning of the new vocabulary word with the similar meaning or knowledge stored in memory. This processing involves searching and comparing to recognize the meaning of a word read for the first time by the child, similar to the theory of self-constructed knowledge that emphasizes the experiences and trials children must undergo to have diverse cognitive structures[3].

Eighth: Cognitive Structure Model

The third model relates to forming cognitive structures while solving problems. When faced with a new situation, recalling existing cognitive structures may assist in forming another cognitive structure. This continues until a network of related information is created, akin to procedural knowledge that follows cognitive structures of required steps, connecting the first step to the second until task completion becomes automatic and reflexive. This will be explored in a later chapter on acquiring procedural knowledge. Cognitive structures are built on represented knowledge and experience, such as learning to ride a bike, jump rope, or skills like word processing on a compute[4]r. It progresses through three practical stages[5]:

1. The cognitive stage: The user learns the rules and facts needed to perform a skill, such as learning a computer program.
2. The linking stage: The user identifies their role and tries to avoid errors during the execution of the skill.
3. The automatic stage: When execution becomes automatic and reflexive.

[2] (As'ad Rizq and Abdullah Abdel Daim, *Encyclopedia of Psychology*, Arab Institute for Studies and Publishing, 1978).

[3] (Iman Younis Ibrahim Al-Abadi, *Previous Reference*, p. 60).

[4] (Mohammad Ismail Nabatian: *Religion and Modernization in Contemporary Iran*. (Web page without additional information. Dated 18/10/2021) http://www.shareh.com/persian/magazine/uloum_s/32/15.htm).

[5] (Howard E. Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books: 2011), p. 95).

[8] (Ramod K. Nayar, *Introduction to New Media and Electronic Cultures*, 2021, Hindawi Foundation: Publishing and Printing, p. 221).

Automatic actions free thought for higher mental capacities, allowing space for creativity, as lower mental capacities perform the automatic skill without focus or awareness. A significant portion of focus and memory is

Ninth: Problem-solving strategy through the theory of cognitive science: Norman 1988*

1. **Instructions**: What needs to be accomplished? What is the (goal) that should be reached?
2. **Planning**: How will the task be completed (action plan)?
3. **Decision**: How will the work be executed (considering the outcome after implementation)?
4. **Execution**: What (executing the task and applying the options and conditions for these options)?
5. **Review**: How was the task executed?
6. **Evaluation**: What should be improved next time so that the work feels completed?

- **How to design a specific text**:

1. What specifications are present in the information processing program they have, which should be used and what should be learned if they are not aware of it? Imagine an action plan.
2. Making decisions (what are the steps and what is the sequence of steps to follow)?
3. Executing the plan with reference books and guidelines.
4. Reviewing (what steps were taken and executed), i.e., determining the amount of achievement.
5. Then, evaluating to identify mistakes and avoid them next time. The evaluation phase is the final stage in the process of achievement and problem-solving.

Looking at Norman's model, we see that it breaks down the thinking and problem-solving process into steps, from the beginning of defining the goal to the evaluation stage. This is precisely the perception phase that allows an individual to act easily and spontaneously due to daily practice of habits, behaving with techniques stored in memory, which is a daily routine

Chapter Three: Enhancing Cognitive Knowledge in Television Programs - An Analytical Study of the "Red Cat" Program

Presentation and Interpretation of Research Results:

The researcher relied on content analysis in the analytical study of the "Together" program, using a random sample of episodes aired from April 10, 2024, to May 9, 2024. One of the main reasons for selecting this program, which is broadcast on an important channel that addresses public issues, is that it stands out from other programs in terms of its subject matter and approach. The program discusses people's concerns through direct interviews with them on the street, exploring their key issues and challenges in an informal manner. It features women from various Arab nationalities, allowing insight into the circumstances surrounding each individual.

Based on this, the researcher chose the "Together" program and counted the number of episodes within the specified period, totaling 30 episodes from April 10, 2024, to May 9, 2024, over 30 days. This duration fell within the research period, as shown in Table (1).

The main and subcategories of the research program (What was said?) were defined, along with the main and subcategories related to how the content was presented (How it was said?). Frequencies and percentages were calculated, as well as rankings, with the results interpreted

* **Donald Norman**, a psychologist and engineer, published in 1988 his book *The Design of Everyday Things*, which focuses on designing objects to be user-friendly and enhance user understanding.

according to the contexts of the research to achieve its objectives highlighted in the research program.

The researcher identified several categories associated with the content of communication (What was said), which included four main categories and 33 subcategories, as shown in the table.

First: Categories of Methods Used in Television Programs to Enhance Cognitive Knowledge

This category included 228 occurrences distributed across six categories that illustrate the persuasive techniques employed in the program, as detailed in Table (1).

Table (1): Categories of Methods Used in Television Programs to Enhance Cognitive Knowledge

	Categories	Repetition	ratio %	Rank
1	Stories and characters are used to convey educational messages in an engaging way.	85	37.3%	First
2	They present accurate information on various topics, enhancing understanding and awareness.	75	32.9%	Second
3	The use of irony in the presentation.	35	15.3%	Third
4	The use of colors and an impressive decor element.	24	10.5%	Fourth
5	The use of implicit messages.	7	3.1%	Fifth
6	The use of language that is relatable to the audience.	2	0.9%	Sixth
	Total.	228	100%	

It is evident from Table (1) that after analyzing the program to identify the categories of methods used in television programs to enhance cognitive knowledge, it was found that the program employed six techniques. The category "Using Stories and Characters to Deliver Educational Messages in an Engaging Way" ranked first with a frequency of 85 and a percentage of 37.3%. With a frequency of 75 and a percentage of 32.9%, the category "Presenting Accurate Information on Various Topics," which improves comprehension and awareness, came in second. With a frequency of 35 and a percentage of 15.3%, the category "Using Satire in Presentation" came in third. With a frequency of 24 and a percentage of 10.5%, the category "Using Colors and Eye-Catching Décor" came in at number four. "Using Implicit Messages" came in fifth place with a frequency of 7 and a percentage of 3.1%. Lastly, with a frequency of 2 and a percentage of 0.9%, the category "Using Accessible Language for the Audience" ranked sixth.

Second: Categories of Appeals Highlighted in the "Red Cat" Program

In order to draw viewers and influence them to support women's empowerment, the show used a variety of appeals to engage the audience's intellect and emotions, including fear appeals. With 84 instances spread over three categories, Table 23 analysis shows that the show employed three different appeal styles to influence the audience. With a frequency of 53 and a percentage of 63.1%, emotional appeal came in first. Second place went to the rational appeal, which had a frequency of 23 and a percentage of 27.1%. Lastly, with a frequency of 8 and a percentage of 9.5%, the terror appeal came in third.

Table (2): Categories of Appeals Highlighted in the "Red Cat" Program

	Categories	Repetition	ratio %	Rank
1	Emotional appeal .	53	63.1%	First
2	Rational appeal	23	27.1%	Second
3	Fear appeal	8	9.5%	Third
	Total.	84	100%	

It became evident from the examination of the program's appeals that it mostly employed emotional appeals and used comedy to address a range of social concerns while also delivering significant messages. When considering legislation pertaining to the potential harm to society from ignoring these issues, it also used logical arguments. By using an intimidation technique to draw attention to the serious dangers connected to the episode's subject, the fear appeal was also made clear.

Third: Categories of Values Present in the "Red Cat" Program

With 50 occurrences in two main categories and ten subcategories, this category emphasized the program's core values. Thirty instances of positive values were discovered after the software was examined to determine the values that were present. With 10 instances and a 33.3% percentage, the category "Encourages Critical Thinking and Research" came in first. With 8 occurrences and a rate of 26.6%, the category "Encourages Empathy and Cooperation Among Individuals" came in second among positive values. Among positive values, the category "Self-Confidence" came in third place with six occurrences and a 20% rate. With four instances and a 13.3% percentage, the category "Enhances Awareness of the Importance of Environmental Protection" came in fourth. Finally, with two occurrences and a percentage of 6.666%, the category "Responsibility" likewise came in fourth among positive values.

With 20 occurrences and a 100% rate, the category of negative values came in second among the primary values. With six instances and a 30% rate, "Oppression" was the most prevalent negative value in this category. With five occurrences and a 25% proportion, the category "Marginalization and Neglect" ranked second among negative values. With four instances and a 20% proportion, the category "Maltreatment" came in third place among the negative values. With four instances and a 20% proportion, the category "Discrimination and Inequality" also came in fourth place among negative values. Lastly, Table (3) indicates that the category "Incitement" came in fifth place among negative values, with one occurrence and a 5% rate.

Table (3): Categories of Values Present in the "Red Cat" Program

Categories		Repetition	ratio %	Repetition	ratio %
Positive values	Encourages critical thinking and research.	10	%33.3	30	**%100**
	Promotes empathy and cooperation among individuals.	8	%26.6		
	Self-confidence.	6	%20		
	Enhances awareness of the importance of environmental protection.	4	%13.3		
	Takes responsibility	2	%6.666		
	Total	30	%100		
Negative values	Fighting	6	%30	20	**%100**
	Marginalization and neglect	5	%25		
	Mistreatment	4	%20		
	Discrimination and segregation	4	%20		
	Incitement	1	%5		
Total	20			50	

To determine which values were classified as positive and negative, the "Red Cat" program was examined. The findings, which fell into five major categories, indicated that positive values were more common. "Encouraging Critical Thinking and Research" was the most prominent value on the list, followed by "Empathy and Cooperation" and "Self-Confidence," which highlight the significance of fostering interpersonal relationships and raising self-awareness. Among the other admirable qualities were "Environmental Protection" and "Responsibility." Conversely, although they were less common, negative numbers indicated important problems like "Oppression" and "Marginalization." Aspects of social activities that require attention are reflected in these negative ratings. Overall, the findings show a balance between negative values that demand attention and positive values that encourage cooperation and critical thinking.

Recommendations

1. **Diversifying Content**
   - Provide courses that address a range of subjects, including social issues, the arts, science, and culture. This exposes viewers to a variety of concepts and information, which aids in the development of their cognitive abilities.
2. **Encouraging Critical Thinking**
   - Add debates and contentious subjects. Episodes of programs should challenge viewers to think critically by requiring them to examine and evaluate opposing viewpoints.
3. **Enhancing Interaction**
   - Encourage social media engagement by starting conversations and asking questions about the show's subject matter. Allocate episodes to discuss viewer comments and share their experiences, increasing social interaction.
4. **Using Multimedia**
   - Use music, animations, and visuals to enhance the interest of your content. Making use of both visual

and aural components improves viewers' comprehension and perception.

5. **Providing Educational Content**
   - Create instructional materials that emphasize active learning strategies, like interactive presentations and exercises that motivate audience members to take part rather than merely observe.
6. **Stimulating Self-Research**
   - By offering extra materials and information, you can encourage viewers to go deeper into program subjects and improve their capacity for independent inquiry and knowledge discovery.
7. **Activating Emotional Understanding**
   - Provide material that stirs up thoughts and provokes contemplation of others' emotions, strengthening empathy and the capacity to comprehend various behavioral motivations.
8. **Using Educational Models**
   - Use mind maps and other information processing models in programs. In order to assist viewers in organizing their minds, present content that outlines precise procedures for processing and comprehending information.
9. **Evaluating Impact**
   - Conduct studies to assess the impact of programs on perception and behavior. Focus on how television content influences viewers' thinking and daily behaviors.
10. **Facilitating Access**
    - Ensure that programs are available and comprehensible to as many people as possible, including providing translated or dubbed content for speakers of different languages and cultures.

By implementing these recommendations, television programs can play an effective role in developing perception and enhancing understanding among viewers.

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