

## Digital Childhood and Transformations of Socialization in the Age of Technological Media - An Analytical Reading in Light of Algerian Society –

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### **Abstract:**

This article seeks to explore and understand the relationship between childhood and digital media in Algerian society. It does so by identifying the social risks that may result from children's use of technological media in the digital environment. It also examines the socialization of the Algerian child in digital space and traces the changes linked to this process.

The article also focuses on ways to strengthen technological awareness among children in Algeria. It addresses the mechanisms needed for sound socialization. Such mechanisms can help children adapt to digital media and communication tools. They can also protect them from the risks that may arise during use.

The study concludes that socialization in the digital age of the child in Algeria is undergoing several digital transformations. These transformations are shaped by digital media.

**Keywords:** digital world, digital child, technological media, socialization, digital socialization.

### **Introduction:**

Socialization is a central process in the formation of the individual's personality. Through it, behaviors, norms, and values are transmitted from one generation to another through several social institutions. This process produces an individual who can interact with social life and live within it. For human beings, socialization begins at birth and continues throughout life. Many actors take part in it, most notably the family, school, friends, and the media.

Recent years have brought many changes at the level of societies. These changes have been accompanied by a growing use of communication technologies and media platforms by individuals, including children. This has led to the emergence of what is called digital childhood. It is a world in which the child interacts with digital media in virtual environments.

In Algeria, new transformations in modern media and communication create challenges for patterns of socialization, especially among children. This makes it important to understand how children deal with communication technologies and how such use affects their socialization.

This study seeks to explore the different dimensions of digital childhood. It also examines the sociological risks that children face in digital space. In addition, it considers the role of media awareness in helping children adapt to the digital environment.

Therefore, this research paper discusses the transformations in the socialization of children in Algeria that result from their use of digital media. It also asks about the mechanisms that can help Algerian children adapt to modern media and communication technologies.

### **1. Digital Childhood: Idea and Concept:**

The child is a living being who seeks continuous learning in order to become an active member of society. A child is a young human being who receives social training from those who are older. This training enables the child to occupy an appropriate position within the social system. In the early stages of life, the child resembles a blank page. The child receives various experiences from the surrounding environment and gains the ability to learn and adapt over many years of growth.<sup>1</sup>

Digital transformation is spreading rapidly. It has become a force that cannot be ignored, just like globalization and urban expansion. It affects all fields, from the economy and society to culture. It is now an essential part of modern daily life. Childhood is not excluded from this influence. From the first moments in which children open their eyes, they find themselves immersed in a continuous flow of digital communication and technology. This begins with images and media shared online. It also includes forms of digital health care that they receive. Thus, their earliest moments become shaped by media of digital communication and connection. As children grow, their ability to use digital technologies also develops. These technologies are no longer only tools for learning. They now shape children's life experiences and provide opportunities for socialization.<sup>2</sup>

The spread of modern technologies into children's lives has produced a generation that lives within the digital world. Psychologists have recently called this phenomenon digital childhood. The term describes children who grow up in a digital environment. It also describes those who use technology and live amid virtual spaces such as the Internet, electronic games, and satellite channels. The concept first appeared in 1996. It became widely used after Marc Prensky addressed it in 2001 in an article on the contemporary decline in American education and on educators' inability to understand students' needs.<sup>3</sup>

The concept of the digital child refers to a child who possesses digital intelligence, uses technology well, and seeks to master it and develop related skills. A digitally gifted child is one who understands digital technologies deeply. Such a child seeks creativity and innovation in developing them and in creating new applications that increase their usefulness.<sup>4</sup>

Childhood is not an exception in light of the rapid spread of information technology. Communication technologies are a force that cannot be resisted. From the first moment millions of children open their eyes to the world, they are immersed in a flow of communication through the digital world. This begins with the medical care they receive and reaches the images of their first moments that are shared online. As children grow, the capacity of digital technology to shape their life experiences grows with them. A 2017 UNICEF report on *The State of the World's Children, Children in a Digital World*, indicates that children and adolescents under the age of 18 make up about one third of Internet users worldwide. In this context, many pieces of evidence show that children are accessing the Internet at much younger ages

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1 Ashraf Qadous, *The Electronic Father: Mechanisms of Cultural Implantation and the Ethics of the Arab Child*, Arab Bureau for Knowledge, Cairo, 2015, p. 10.

2 United Nations Children's Fund (UNICEF), *Children in a Digital World: The State of the World's Children 2017*, [www.unicef.org/SOWC2017](http://www.unicef.org/SOWC2017), accessed 26/02/2026, 13:30.

3 Ali Abdel Rahim Saleh, *Digital Childhood: The Modern Concept in Child Psychology*, <http://arabpsynet.com/>, accessed 26/02/2026, 14:30.

4 King Abdulaziz and His Companions Foundation for Giftedness and Creativity, *The Digital Child*, <https://x.com/mawhiba/status/167155988204499764>, accessed 26/02/2026, 13:46.

than before. In some countries, the rate of Internet use among those under 15 is almost similar to that of adults over 25.5

In light of these figures, the Internet is no longer only a form of luxury for children. It has become necessary for various purposes, such as play, learning, staying in contact with friends and family, and building the skills needed for the future.6

## **2. Sociological Risks of the Child's Lack of Digital Awareness:**

Socialization is one of the most important processes that help build the child's identity across different age stages. Through it, the child acquires the customs, traditions, attitudes, and values that prevail in the surrounding environment. The family and the school are among the main institutions that play a central role in this process. Yet technological progress and its rapid development have produced new institutions that now take part in socialization through modern methods and tools. Social media is one example. It now competes with traditional methods in shaping systems of human norms and values.7

In this context, the present age is marked by rapid development and constant change in the field of digital technology. This technology has become an integral part of daily life. As a result, children and young people, as well as adults, have become more interested in digital devices and virtual spaces. They have also become more engaged and more eager to interact with these technologies.8

The family in general, and the child in particular, now live in a virtual environment governed by the Internet, electronic games, television programs, and smartphones. These tools place the child before a virtual world and turn the child into a digital child. In recent years, Internet applications have diversified in their functions and modes of use. This has made them an important source of attraction for children.9

The contemporary world brings many challenges to the task of raising children within the family. This task is one of the most difficult roles of all. In most places, children can access the Internet easily, often through mobile phones. Many parents also face major challenges related to their competence, role, and authority in carrying out the work of upbringing.10

In this context, British forensic psychologist Charlotte Armitage has pointed to the deep effects of children's addiction to digital devices and social media platforms. She argues that such addiction undermines the basic years of development from childhood until the age of sixteen.11 The American

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5 Al Jazeera Media Institute, Children Account for Nearly One Third of Internet Users, <https://learning.aljazeera.net>, accessed 24/03/2024, 04:34.

6 UNICEF, Childhood in a Digital World: Screen Time, Digital Skills and Mental Health, <https://www.unicef.org/innocenti/reports/childhood-digital-world?utm>, accessed 27/02/2026, 23:40.

7 Sultan bin Mohammed Al-Hashimi, The Impact of Social Media Use on Child Socialization in Omani Society, Ministry of Social Development, Oman, 2020, p. 14.

8 Sahar Mohamed Ali Mohamed, A Proposed Vision for Parental Education in Egyptian Society in Light of the Implications of the Digital Age, Scientific Journal, vol. 33, no. 09, part 02, Faculty of Education, Assiut University, Egypt, September 2022, p. 144.

9 Najwa bint Dhiab Al-Mutairi, Digital Content and Our Children, <https://gcc-grt.org/>, accessed 26/02/2026, 12:35.

10 Mohammed Khair Nadman, In This Digital Age... Who Raises Our Children?, <https://aawsat.com/home/article/3921596>, accessed 26/02/2026, 14:00.

11 Al Jazeera Net, It Is Too Late to Protect Childhood Digitally, <https://www.facebook.com/reel/1698735681109361>, accessed 26/02/2026, 23:00.

psychologist Jonathan Haidt has also used the term anxious generation to describe a generation that grew up with screens more than it lived in the real world. This generation has redefined childhood in the age of smartphones and social media. It is the result of a radical change in the way children grow up and develop psychologically and socially. Children now spend more time in front of screens instead of playing and engaging in real interaction.<sup>12</sup>

For his part, the writer George Friedman introduced, through the French newspaper *Le Monde*, a new concept in the field of education. This is the concept of the parallel school. It refers to the knowledge that pupils acquire from all circles located outside the walls of the school. In other words, it is a type of cultural formation in various fields that takes place through the media.<sup>13</sup>

The impact of social media on the intellectual and emotional health of children and adolescents has been the focus of many studies in recent years. These media have become a central daily activity in their lives. Among different platforms, they have become an essential part of the daily routine of children and adolescents.<sup>14</sup>

In general, digital media have reshaped the social and emotional lives of children. They have created opportunities for communication and for the development of some social skills. At the same time, they may reduce direct interaction and weaken non-verbal communication skills. They may also expose children to risks such as cyberbullying and isolation. The type and duration of exposure to digital content also affect empathy, emotional regulation, mood, and behavior. Appropriate content may support development. Excessive exposure or unsuitable content may lead to emotional and behavioral problems, as well as sleep disorders.<sup>15</sup>

In general, the many risks that children face on the Internet can be classified into three main categories:<sup>16</sup>

a- Content risks: This category focuses on children's exposure to unsuitable or harmful materials. Such materials include pornographic and violent images, propaganda, racist or discriminatory content, hate speech, and websites that encourage dangerous behaviors such as self-harm or suicide.

b- Contact risks: These include cases in which children communicate with people who pose a threat. Such people may include adults who seek inappropriate or exploitative contact for sexual purposes. They may also include individuals who try to push children toward extremism or persuade them to take part in dangerous or improper behaviors.

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12 Al Jazeera Net, An American Psychologist Reveals the Effects of Digital Childhood on Children's Mental Health, <https://www.aljazeera.com/news/2021/02/26/american-psychologist-reveals-effects-digital-childhood-childrens-mental-health/>, accessed 26/02/2026, 12:00.

13 Abdelwahab Boukhanoufa, School, Pupil, Teacher, and Information and Communication Technologies: Representations and Uses: A Field Study on a Sample of Pupils and Teachers in Algeria, unpublished State Doctorate thesis in Information and Communication Sciences, Department of Information and Communication Sciences, Faculty of Political Science and Media, University of Youssef Ben Khedda, Algiers, 2006, p. 16.

14 Sultan Alshamrani, Hate, Obscenity, and Insults: Measuring the Exposure of Children to Inappropriate Comments in YouTube, *Proceedings of The Web Conference 2021 - Companion*, vol. 3, 3 March 2021, p. 02.

15 Zeynep Alpugan, Navigating the Digital Landscape: A Comprehensive Review of Digital Media's Impact on Child Development, *Nisantasi University Journal of Social Sciences*, 2024, vol. 12, no. 2, p. 557.

16 Raj Mohamed Fakh El-Din, The Role of Media Education in the Safe Use of Digital Media: A Future Vision, *Egyptian Journal of Media Research*, Faculty of Mass Communication, Cairo University, no. 80, part 02, September 2022, p. 252.

c- Conduct risks: These relate to the child's own actions that lead to the production of harmful content. Examples include writing or creating materials that incite hatred or racism, or publishing sexual images and materials, including materials produced by children themselves.

From a social perspective, digital risks affecting the child are multiple. They cannot be described as merely individual effects. They have gone beyond that and have become structural problems. These problems affect the child's way of interacting with social life, including interaction with the family and education. They also involve risks to family bonds, socialization, and the child's social identity.

### **3. The Algerian Child and the Digital Engineering of Socialization:**

Recent digital data indicate that social media have become a basic part of Algeria's digital landscape. The number of active identities reached around 27.5 million user identities in October 2025. This represents about 57.7 percent of the total population and includes different social groups, including young people, women, and men in cities and villages. Statistics also show that around 72.5 percent of Internet users regularly access at least one social media platform. Instagram is used by about 28.4 percent of the population, Messenger by 34 percent, and Snapchat by 20.5 percent. These figures reflect the popularity of visual applications and instant messaging, especially among youth and adolescents.<sup>17</sup>

Researchers speak of two forms of media influence on child socialization. These are direct influence and long-term cumulative influence:<sup>18</sup>

a/ Immediate influence is the direct effect on the child's psyche. It occurs when the message is new and contains a high degree of excitement and attraction.

b/ Cumulative influence is the distant effect on the child's psyche. It occurs when the child is exposed to similar messages at different times and in a gradual manner. The message becomes rooted through children's collective discussion of it when they talk about it frequently.

The influence of media in general, and digital media in particular, on the Algerian child can be traced by reviewing the findings of several studies.

In this context, a study conducted by Alima Aqqoun concluded that modern information technology is an important source in building the child's personality, provided that it is used properly.<sup>19</sup> In the same context, Abdelwahab Boukhanoufa found that pupils' use of the Internet involves risks. The most important of these risks are addiction and exposure to pornographic websites.<sup>20</sup>

Meriem Rahmani also found that the media are able to shape children's patterns of thought and behavior, even when these patterns conflict with family rejection. This reflects the weak influence of the

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17 Dalila Belgharbi, Is Algeria Moving Toward Banning Social Media for Those Under 16?, <https://ultraalgeria.ultrasawt.com/>, accessed 26/02/2026, 12:07.

18 Alukah Network, Children's Media: Its Reality and Ways to Develop It, <https://www.alukah.net/publications>, accessed 27/02/2026, 06:05.

19 Alima Aqqoun, Children's Use of Modern Information Technologies and Their Reflections on Their Culture: A Field Study on a Sample of Families in the City of Khenchela, unpublished PhD thesis in Cultural Sociology of Society, Department of Humanities, Faculty of Humanities and Social Sciences, Mohamed Khider University, Biskra, 2021, p. 198.

20 Abdelwahab Boukhanoufa, previously cited, p. 324.

family and the fragility of its bond with the child, when compared with the strong authority that the media have gained through their penetration of daily life and their status as a necessity of contemporary life.<sup>21</sup>

A study conducted by Abdelkader Aissat and Hocine Boudaoud in Laghouat Province concluded that visual media strongly dominate children's interests. The two researchers also noted the emergence of a dangerous phenomenon. The children included in the study were turning away from reading.<sup>22</sup> Fatima Zahra Thaniou observed that new media content can affect children by transmitting foreign morals, values, and traditions. These may create a clash between the old and the new and disturb the value system in their minds. Repeated viewing of violence can also dull the sense of danger and make violence appear as an automatic behavior. This may result in the acquisition of aggressive behaviors that can lead to deviance.<sup>23</sup> Another study by Taous Ouzai and Adel Youcef shows the growing danger of technological means to children's lives and futures. These means widen the gap between parents and children. They also reduce forms of family communication and replace relationships based on warmth and sincerity with relationships marked by rigidity and frequent conflict.<sup>24</sup>

Another study confirmed that modern information and communication technology, especially smartphones, has negative reflections on child socialization, since the child is the active individual in society. Yet it also has positive reflections on socialization. These appear in raising awareness, educating children, and providing them with ideas and information through educational programs. Many children can also acquire and learn a new language, and memorize the Holy Qur'an with correct rules of recitation through smartphones.<sup>25</sup>

Djamel Eddine Medfouni concluded that regular use of social networking sites is linked to the technological features and applications that these sites provide. These features attract children's interest, draw their attention, and make them constant users. The sites serve as a window for entertainment, communication, learning, and the satisfaction of different needs. The study also showed that children, like other groups in society, have become regular clients of various social networking sites. This happens in a tense social reality where problems and social phenomena are increasing. Such a reality complicates families' educational tasks and affects socialization.<sup>26</sup>

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21 Meriem Rahmani, The Impact of Media on Family Cohesion: A Field Study on a Sample of Families in Oum El Bouaghi Province, *Journal of Media and Society*, University of Echahid Hamma Lakhdar, vol. 05, no. 02, December 2021, p. 633.

22 Abdelkader Aissat and Hocine Boudaoud, The Impact of Media on the Mental Abilities of the Child: A Follow-up Study on the Relationship between the Written and the Visual, *Journal of Social Sciences*, Ammar Thelidji University, Laghouat, vol. 02, no. 02, July 2008, p. 134.

23 Thaniou Fatima Zahra, New Media and the Risk of the Child's Deviation from the Values of Algerian Society, *Social Researcher Journal*, Department of Sociology, Abdelhamid Mehri University, Constantine, no. 14, 2018, p. 240.

24 Taous Ouzai and Adel Youcef, Modern Technological Means and Their Impact on Communication between Parents and Children: The Internet and the Mobile Phone, paper presented at the National Forum on Communication and Quality of Life in the Family, Department of Social Sciences, Faculty of Humanities and Social Sciences, Kasdi Merbah University, Ouargla, 09/10 April 2013, p. 09.

25 Abir Retima, Smartphones and Their Reflections on Child Socialization, *Al-Ibrahimi Journal*, Faculty of Social and Human Sciences, Mohamed El Bachir El Ibrahimi University, Bordj Bou Arreridj, no. 14, November 2024, p. 42.

26 Djamel Eddine Medfouni, The Algerian Child and Social Networking Sites: Multiple Uses for Divergent Gratifications, *Journal of Social and Human Sciences*, University of Batna, vol. 21, no. 01, June 2020, pp. 261-262.

Another study conducted in Laghouat Province concluded that social networking sites have had a negative impact on children's social values. These digital media have changed some children's habits. They have also generated violent behavior, which has become a source of fear among mothers for their children.<sup>27</sup>

Sara Hamaidia's study confirmed the findings of previous studies. Most children spend more than three hours using Facebook and do so more than once. Their main aim is to search for entertainment topics and to communicate with friends. Parents acknowledged that Facebook has positive aspects. These include developing children's ability to engage in dialogue, giving them more time for entertainment, and helping them control new technologies. However, it also has many negative aspects. It can cause the child's social isolation and lead to the acquisition of unfamiliar behaviors and aggressive tendencies.<sup>28</sup>

Psychologist Amina Skat notes that excessive use of social media among adolescents in Algeria represents a psychological stress factor. This is especially true during a developmental stage marked by unstable identity and a growing need for social acceptance. These pressures appear in daily exposure to constant comparisons with others. This leads to higher levels of social anxiety and reinforces feelings of inadequacy. The adolescent compares real life with idealized and carefully selected images on digital platforms.<sup>29</sup>

In light of the previous studies, it can be said that the studies conducted in the Algerian environment agree on one point. Traditional and modern media have a dual effect on the child in Algeria. They help the child learn and develop skills. At the same time, they create behavioral and moral risks.

#### **4. The Imperative of Digital Awareness as an Entry Point for Rebuilding Childhood Socialization in Algeria:**

Media education is a scientific specialization within the educational sciences. It emerged with the appearance of mass media. The term is widely used, although it is sometimes called media pedagogy. In recent years, especially in the United States, the term media literacy has become more common. Yet the educational core remains the same, with only slight differences. Media education focuses on giving individuals the ability to use media technology consciously and responsibly. It also enables them to understand media messages, analyze them, deal with them, and express them in diverse and creative ways.<sup>30</sup>

Media literacy refers to the ability to understand, analyze, evaluate, and create media messages. Training in media literacy increases individuals' skepticism toward media content. On the other hand, the presence of individuals with high media literacy improves the quality of media, because such individuals

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27 Saliha Aqqoun and Hafidha Khalifi, Social Networking Sites and Their Impact on Children's Values: A Field Study of a Sample of Mothers in the City of Laghouat, *Journal of Social Sciences*, Ammar Thelidji University, Laghouat, vol. 17, no. 02, September 2023, p. 309.

28 Sara Hamaidia, *The Algerian Child and Social Networks: A Study of Uses and Gratifications through Facebook*, Master's thesis in Information and Communication Sciences, Department of Humanities, Faculty of Humanities and Social Sciences, Larbi Ben M'hidi University, Oum El Bouaghi, 2014, p. 03.

29 Dalila Belgharbi, previously cited.

30 José Gómez Galán, *Media Education as Theoretical and Practical Paradigm for Digital Literacy: An Interdisciplinary Analysis*, *European Journal of Science and Theology*, 2015, vol. 11, no. 3, p. 10.

demand more realistic and higher-quality messages.<sup>31</sup> According to UNESCO, media education means possessing the skills that enable the individual to deal with media through critical awareness. This is done through verification, analysis, and evaluation, leading to the production of responsible media content. It is not merely a school subject. It is a way of thinking that develops awareness and strengthens understanding rather than passive reception. It also encourages agency rather than dependency.

European countries became aware of the importance of this field at an early stage. The United Kingdom was among the first countries to include media education in general education curricula. France, Germany, and the Netherlands followed. They focused on training students to deal with media consciously and on promoting media literacy. Australia also adopted media education as part of compulsory curricula. In the Arab world, however, the experience is still in its early stages.<sup>32</sup>

Media literacy began in the late 1920s as a way to teach individuals to analyze media critically. It developed after the Second World War through the research of McLuhan and Chomsky on the impact of media on culture and politics. Interest in it increased during the 1970s and 1980s. It expanded with the emergence of the Internet and mobile technology. It has therefore become an essential skill that enables individuals to consume and understand media in a critical and responsible manner.<sup>33</sup>

The term media education raises a number of related concepts. These include media balance, the critical citizen, and media immunity, which is linked to understanding the correct dimensions of the media message. Media education is a means of preparing and empowering members of society to understand the media and the content they provide. It helps them learn how to deal with this content, participate in it, interact with it, distinguish between what is positive and what is negative, and know how to select information.<sup>34</sup>

Media education aims to protect children from the negative effects of media. It also seeks to preserve cultural identity and strengthen national and local foundations. It keeps pace with developments in communication technology and uses them positively in the service of the individual and society. It also develops knowledge and communication skills in a way that strengthens awareness of communication and media processes, their actors, goals, and policies. In addition, media education consolidates critical thinking. This enables individuals to choose, analyze, and distinguish between media, their content, and their methods of influence.<sup>35</sup>

In order to raise media awareness for digital childhood in Algeria, a set of proposals can be identified in light of the results reached by scientific studies that examined this phenomenon.

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31 Narjes Geraee et al., Impact of Media Literacy Education on Knowledge and Behavioral Intention of Adolescents in Dealing with Media Messages According to Stages of Change, *Journal of Advances in Medical Education & Professionalism*, January 2015, vol. 3, no. 1, p. 10.

32 Mohammed Al-Masoudi, Media Education: Counter-Awareness in the Age of Disinformation, <https://www.alarabiya.net/saudi-today/views>, accessed 26/02/2025, 20:47.

33 Shanta Barman, Media Literacy Education, <https://www.researchgate.net/publication>, accessed 27/02/2026, 23:40.

34 Hanan Youssef, Media Education... National Security, <https://www.youm7.com/story/2024>, accessed 27/02/2026, 11:20.

35 Amira Hassan Salem, The Role of New Media in Disseminating the Concept of Media Education among Students of Educational Media Departments in Egyptian Universities, *Egyptian Journal of Radio and Television Research*, Faculty of Mass Communication, Cairo University, Egypt, no. 16, October 2018, p. 312.

The study by Saliha Aqqoun and Hafidha Aqqoun concluded that attention should be given to studying the impact of social networking sites on individuals, especially children. It also stressed the importance of raising parents' awareness of the risks of misuse. Parents should be alerted to the need to activate parental control and to set clear rules and mechanisms for regulating use. Children should be guided toward positive use of these platforms and toward benefiting from them properly. The study also emphasized the role of competent authorities in blocking applications that promote pornographic content or spread values that conflict with the customs and traditions of society.<sup>36</sup>

Djamel Eddine Medfouni recommended that the efforts of concerned bodies should be combined, whether official or civil. He also proposed the formation of research teams concerned with the relationship between the child and social networking sites. Such teams would allow for deeper study of the variables of this rapidly changing phenomenon. This would be similar to the experience of European countries, where the European Union has established initiatives and bodies concerned with protecting children on the Internet.<sup>37</sup>

Abir Retima indicated that parents should raise their children's awareness of the risks of excessive smartphone use and set specific times for using them. Children should also be encouraged to practise varied and useful activities, such as reading, sports, and other beneficial hobbies. It is also necessary to avoid giving children personal phones. Parents should prevent children from being isolated with the phone, especially at bedtime, so that they can obtain enough rest and good sleep.<sup>38</sup>

Fatima Zahra Thaniou recommended the adoption of a preventive or remedial policy regarding digital media and the child. This requires reforms that begin with the family. Parents should place controls on what their children follow on the Internet, computer games, and other new media that they use. Media education for children is also an urgent necessity. It begins with selecting and examining media messages. It also involves developing children's skills in questioning, analyzing, and evaluating these messages within an educational climate based on dialogue, transparency, and openness, away from repression and authoritarianism.<sup>39</sup>

In her study, Meriem Rahmani recommended devoting material and human resources to the spread of media education. She also called for long-term strategies to activate family cohesion under digitization and to protect the child from the risks of modern information and communication technology. This should be accompanied by stronger cooperation among educational and cultural institutions, civil society organizations, and research centers in order to support family bonds within the context of integrating modern technology.<sup>40</sup>

Taous Ouzai and Adel Youcef propose guiding children toward rational use of technology and away from excessive use of television or phones. They also recommend holding family meetings to discuss problems and find solutions. A culture of dialogue should be planted from early childhood in order to

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36 Saliha Aqqoun and Hafidha Aqqoun, previously cited, p. 323.

37 Djamel Eddine Medfouni, previously cited, p. 262.

38 Abir Retima, previously cited, p. 43.

39 Fatima Zahra Thaniou, previously cited, p. 242.

40 Meriem Rahmani, previously cited, p. 634.

strengthen respect, trust, and the expression of feelings. Islamic values should also be rooted in family and social interaction. Children should be made aware of the risks of technology by showing them the experiences of others and by following educational programs. They should also be taught to respect time and to use devices only as supportive tools.<sup>41</sup>

### **Conclusion:**

This research paper addressed issues of great importance. These issues relate to digital childhood in Algeria and to transformations in socialization. A general conclusion can be reached. In light of the digital transformations taking place in the technological landscape of societies, especially Algeria, socialization is undergoing new changes. These changes are influenced by technological media and electronic media and communication tools. They have had a direct effect, whether positive or negative, on the child's knowledge and behavior. These tools have become among the most important actors that contribute to building the personality of the individual in society. They have also come to surpass many traditional institutions of socialization.

In light of the findings of this paper, it is important to activate the role of classical institutions of socialization, especially the family. This is necessary in order to adapt the Algerian child's use of communication and media technologies in a correct and safe manner. This can be achieved by spreading media awareness among all members of the family and by stressing the need for sound engagement with digital media.

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<sup>41</sup> Taous Ouzai and Adel Youcef, previously cited, pp. 10-11.

8. Alima Aqqoun, Children's Use of Modern Information Technologies and Their Reflections on Their Culture: A Field Study on a Sample of Families in the City of Khenchela, unpublished PhD thesis in Cultural Sociology of Society, Department of Humanities, Faculty of Humanities and Social Sciences, Mohamed Khider University, Biskra, 2021.
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