

**RETURN OF INDUSTRIAL LOL BABY TO
CONSUMPTION OBJECT IN PERSONALIZATION
PROCESS**



BUSENUR KILIÇ

JUNE 2021

RETURN OF INDUSTRIAL LOL BABY TO
CONSUMPTION OBJECT IN PERSONALIZATION
PROCESS

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
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MANAGEMENT

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YEDITEPE UNIVERSITY

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PLAGIARISM

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date : 30.06.2021

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ABSTRACT

Lol Surprise! Dolls were created by Isaac Larian, the founder and CEO of MGA Entertainment, and sold in specific target stores for the first time in 2016. In 2017, it was selected as the toy of the year by the Toy Association, entering the top ten toys sold in the USA. The founder and CEO of MGA, Isaac Larian created Lol Surprise! dolls based on unboxing videos, and shortly, the product has received a demand from various parts of the world in a short time. Its popularity shows how products spread all of a sudden with globalization. Considering the source of advertisement and marketing of Lol Surprise! Dolls in Turkey, there is not tangible resource. It is observed that the resources related to Lol Surprise! Dolls include YouTube videos and advertisements. The spread and popularity of this toy among children through the YouTube channels in Turkey are based on the content produced by the users through the toys. Every piece of content produced by users shows that the toy has also become a part of the marketing campaign.

Societies become witnesses of a fast transformation and alteration period nowadays, where social, political, cultural, economic, etc. changes take place. The most affected age group by these transformations and alterations is between 6-11. Nowadays, we tend to see children between 6-11 share common styles, objects, hobbies with the same excitement and interests. As the global world we are in creates an environment where they can express their cultures, it also binds them to live with others' by losing their traditions, personalities, and habits and adapt to those changes to live among them. Consequently, many factors play a role in popular culture becoming a rising value among children in Turkey.

The study analyses the underlying factors that children quickly consume popular culture elements and quickly internalize them. The study also focuses on how

the Lol Surprise! Dolls, which became popular among children, became a consumption object. The research method adopted for the subject was more about objective, measurable behaviors, and attitudes. For this reason, an unstructured in-depth interview and focus group study was conducted. In-depth interviews were conducted with 20 people, including ten children from different age groups with ten parents. Children and parents were reached through snowball sampling and purposive sampling.

When children's responses analyzed, it was concluded that they were affected by advertisements, thought the toy was flamboyant, that they want to own the toy for their features, that they want it as one of their friends already have it, that they personalized it and compared it to a real being, human or friends.

When the answers of the parents analyzed, although the toy is expensive and has no function for the development of children, it is emphasized that the product is so demanded by children because it is in everyone, that it is so effective in getting it to be ostentatious, and that advertisements make the toy interesting.

In this context, the reasons for using the product are explained by associating them with the bandwagon effect, self, mirror, mass society, and culture industry, cognitive contradiction, habitus, false needs, fear of social loneliness, media addiction, postmodernism, post-Fordism, panopticon system, cognitive-developmental theories that frame the self-appropriation theory.

Keywords: *Consumption, Lol Surprise! Doll, Appropriation, Postmodernism, Industrialism*

ÖZET

Lol Surpriz Bebekler, MGA Entertainment firmasının kurucusu ve CEO'su Isaac Larian tarafından yaratılarak, 2016 yılında ilk kez belirli hedef mağazalarda satışa sunulmuştur. 2017 yılında ise, ABD'de satılan ilk on oyuncak arasına girip, oyuncak birliği tarafından yılın oyuncağı seçilmiştir. MGA'nın kurucusu ve CEO'su Isaac Larian, kutu açma videolarından yola çıkarak, Lol Sürpriz bebekleri yaratmıştır. Ve ürün dünyanın çeşitli yerlerinden çok kısa sürede talep görmüştür. Bu da küreselleşme ile birlikte ürünlerin bir anda nasıl da yayıldığını gözler önüne sermektedir. Türkiye'de Lol Sürpriz Bebeklerin reklam ve pazarlama kaynakları incelendiğinde yazılı, elle tutulur bir kaynak gözükmemektedir. Lol Sürpriz Bebeklerle ilgili kaynakların Youtube videoları ve reklamlardan oluştuğu gözlemlenmektedir. Türkiye'de bu oyuncağın youtube kanalı aracılığıyla çocuklar arasında yayılması ve popüler oluşu: kullanıcıların oyuncaklar üzerinden ürettiği içeriklere dayanmaktadır. Kullanıcılar tarafından üretilen her bir içerik, oyuncağın pazarlama kampanyasının da bir parçası haline geldiğini göstermektedir.

Hızlı bir değişimin ve dönüşümün yaşandığı günümüzde toplumlar, sosyal, siyasal, kültürel, ekonomik vb. yönlerden çeşitli gelişmelere tanıklık etmektedirler. Şüphesiz, bu değişimden ve dönüşümden en çok etkilenen grupta 6-11 yaş aralığındaki çocuklardır. Bugün, 6-11 yaş aralığındaki çocukların, birbiriyle aynı tarza, aynı eşyaya, aynı hobiye, aynı heyecan ve aynı ilgi alanlarına sahip olduklarını görürüz. Aslında şu anda içinde bulunduğumuz küresel dünya, insanlara kültürlerini tanıtabilecekleri bir imkân yaratırken, aynı zamanda da insanların geleneklerini,

özlüklerini ve alışkanlıklarını yitirip başka kültürleri benimseyerek onlarla yaşamaya devam etmeleri konusunu da zorunlu kılmaktadır. Bu sebeple, Türkiye’de popüler kültürün çocuklar arasında yükselen değer haline gelmesinde birçok etken rol oynamaktadır.

Bu araştırmada, çocukların popüler kültür öğelerini hızla tüketmesinin, bunları çabucak içselleştirmesinin altında yatan etmenler araştırılmıştır. Çocuklar arasında popülerleşen Lol Sürpriz bebek oyuncağının, tüketim nesnesine nasıl dönüştüğünün nedenleri üzerinde durulmuştur. Konu gereği benimsenen araştırma yöntemi daha çok objektif, ölçülebilir davranış ve tutumlarla ilgili oldu. Bu sebeple, yapılandırılmamış derinlemesine görüşme ve odak grup çalışması yapıldı. 10’u farklı yaş gruplarındaki çocuklardan, 10’u da ebeveynleri olmak üzere 20 kişi ile derinlemesine mülakat gerçekleştirildi. Çocuklara ve ebeveynlere kar topu örneklem ve amaçlı örneklem yoluyla ulaşıldı.

Çocukların cevapları incelendiğinde; reklamların etkisinde kaldıkları, oyuncağı gösterişli buldukları, özelliklerinden dolayı oyuncağı edinmek istedikleri, arkadaşlarında olduğu için bu oyuncağı almak istemeleri, oyuncağı kişiselleştirerek onu gerçek bir varlığa, insana ya da arkadaşlarına benzetmelerinden dolayı almak istedikleri sonucuna varılmıştır.

Ebeveynlerin cevapları incelendiğinde ise; pahalı ve çocukların gelişimine dair hiçbir fonksiyonu olmadığı halde ürünün herkeste olduğu için çocukları tarafından bu kadar talep edildiği, gösterişli olmasının alınmasında bu kadar etkili olduğu ve reklamların oyuncağı ilgi çekici hale getirdiği üzerinde durulmuştur.

Bu bağlamda ürünün kullanılma nedenleri kendileştirme kuramını çerçeveleyen bandwagon etkisi, benlik, ayna, kitle toplumu ve kültür endüstrisi,

bilişsel çelişki, habitus, sahte ihtiyaçlar, toplumsal yalnızlık korkusu, medya bağımlılığı, postmodernizm, postfordizm, panoptikon sistem, bilişsel gelişimsel kuramları üzerinden ilişkilendirilerek açıklanmıştır.

Keywords: *Tüketim, Lol Sürpriz Bebek, Kendileştirme, Postmodernizm, Endüstrileşme*



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1. INTRODUCTION

1.1. The Purpose and Subject of the Study

Baudrillard (1996) states that post-industrial society is a “society of simulation”, thus, real and unreal nest together that simulations of reality become consumable and substitutes for reality. Therefore, popular understanding has become an understanding where people canonize “pretending.”

Nowadays, we tend to see children between 6-11 share common styles, objects, hobbies with the same excitement and interests. As the global world we are in creates an environment where they can express their cultures, it also binds them to live with others’ by losing their traditions, personalities, and habits and adapt to those changes to live among them. For this reason, the dedifferentiation of people is also related to the ideas a society imposes on people. Our social environment, family, educational field, workplace environment, media are among the greatest factors in these impositions, so that, it is everywhere we interact. It is also possible to suggest that this impact is mostly on social media. With the hashtags used on Twitter, everybody who uses social media, regardless of age or gender, interacts on the same subject and is influenced by each other. For instance, we get to see children between 6-11 watch the cartoons they like again and again through YouTube channels, and even they learn how to play games through the influencers that toy sellers support. The power of media has become an undeniable fact on people and children.

For this reason, many factors have a role in popular culture becoming a rising value among children in Turkey. Children have begun spending the majority of their time apart from their families with the rapid social changes. They simply learn most of the things they could learn from their families through different means of

communication. As children's perception towards the world, social life, and humanity, and to their self-existence, behaviors, habits, and attitudes have changed, their feelings and thoughts are also shaped.

When this process is evaluated from the viewpoint of modern-day children and youth, the socialization process takes place through the marketed products and sent messages directly and indirectly that are created by show and entertainment industries broadcasted through media and the internet. Children and young people create their habitus through these products and/or messages.

Based on all these ideas, with the subject of my thesis, I have planned my study on the underlying factors that children quickly consume popular culture elements and quickly internalize them. I believe that the closest definition to this study is appropriation. According to Lupton (2002) appropriation begins when an object is acquired or given away as a gift. It goes on with the ownership process. There is a state of numbness, a state of conditioning, and a habit of consumption originating from satisfaction and pleasure. Considering the commodities created by popular culture, it becomes clear that most of them emerged for this purpose. The goal is to prompt people to consume and express consumption as a necessity. In this study, I aim to analyze whether habitual consumption occurs through appropriation. At the end of the study, in my opinion, it will be clearer that how industrial products turn into consumption objects.

1.2. Significance of the Study

Societies become witnesses of a fast transformation and alteration period nowadays, where social, political, cultural, economic, etc. changes take place. The most affected age group by these transformations and alterations is between 6-11. It is inevitable for these children to prove themselves in the society they live in, to follow the products offered to them in some way, and to use them.

“Every aspect of life, like every commodity, is imbued with a self-referential meaning; every choice we make is an emblem of our identity, a mark of our individuality, each is a message to ourselves and others as to the sort of person we are, each casts a glow back, illuminating the self of he or she consumes” (Rose, 1990, p. 227)

As Rose explains, an individual consumes to prove, reveal, and express himself or herself. Even though consumption enters our lives as oppressive, the research is crucial in terms of bringing conscious individuals or consumers into society who know what they consume.

1.3. The Research Problem

The foremost issue in starting my thesis study has been to choose a topic. It has been important for me to have both a fertile and a worthy topic to study on. When I thought about it thoroughly, there was a moment when I was inspired and observed the people around me, and myself. Most of the time, we can shape our decisions through what society offers us and what our environment teaches us. Maybe that's why we lose ourselves or subjectivity in every action we take. These thoughts have

led me to like this question myself: To what extent am I free or authentic in the decisions I make? For whom is my effort to exist; for myself or society? Is it possible to think any different or not? What does it mean for me to purchase a product or make a judgment about something? Indeed, all the issues I have questioned, and the idea that I have reached, are about us being a society that thinks, makes decisions, uses the same things, listens, wears similarly day by day. Therefore, I began my study on this idea. When it comes to the content of the study, the topics I want to mention as follows; Are Lol Dolls an object of passion? What is the correlation between the purchase of Lol Dolls and the concept of appropriation is mass conditioning in the consumer universe? Is the relationship between commodities and context building in mass communication placed in the minds of children aged between 6-1.

2. LOL SURPRISE! DOLLS

2.1. Turned into a Consumption Object: Lol Surprise! Dolls

As Rossen (2019) states Lol Surprise! Dolls were created by Isaac Larian, the founder and CEO of MGA Entertainment, in 2016 to be sold in specific target stores. In 2017, it was selected as the toy of the year by the Toy Association, entering the top ten toys sold in the USA. Preference for the toy to be in the top ten shows how it was popularized among children.

2.2. What Kind of Toy Is the Lol Surprise Doll and Why Does It Get Attention?

According to Bhattarai (2017) the underlying reason why Lol Surprise! is a popular toy, and the toy has a simple concept: it is a dome-shaped plastic case. The most prominent feature of the toy is that it has become a collection product and it includes several features such as color-changing, water-squirting, changing colors in the water, getting small accessories inside, etc. Having such various features- and even more- may arouse interest in children. Including scratch cards where online rewards can be won, additionally, also makes the toy. The scratch cards are included in colorful boxes. As children consider intertwined boxes mysterious, the process of reaching the doll becomes curious, and even fun, for them.

2.3. Having the Toy Hidden in a Box Attracts Children

According to Semmels (2018), MGA Entertainment proved “kids need to see a product before they would ask for it” idea wrong. What makes the toy valuable is that is not certain what comes inside. The unknown always attracts children.

2.4. Lol Surprise! Doll's Place in International Marketplace and Turkey

The price of Lol Dolls varies depending on the type, variety, and features of the dolls. Some of the products are sold as a set or it can also be one single box including various features like water squirting or changing colors. However, it is mentioned that their prices may vary between 6,99\$ and 69,99\$.

It is also mentioned that their prices exceed 100\$ in Walmart, eBay, and Amazon (How Much Are Lol Dolls? 2018).

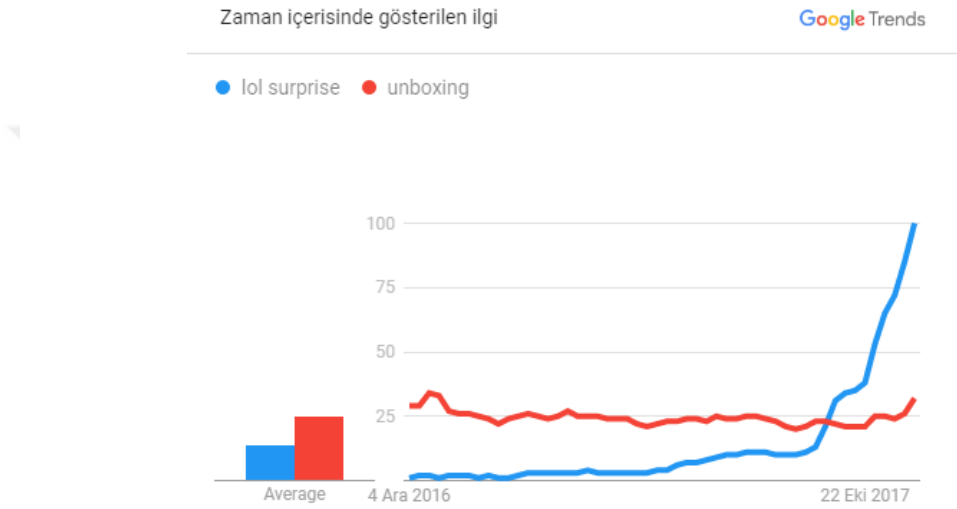
The prices of LOL Dolls in Turkey vary depending on the type but range from a minimum of ₺49.90 to a maximum of ₺4.287.28. There is no statistical data about the issue and the originality of the items is also on the table. The fact that the product is sold as a set also affects the increase in prices. For example, there can be 20-25 Lol Surprise! dolls in a set. The richer the content of the set sold, the higher the price is.

2.5. Where are Lol Surprise! Dolls Mostly Advertised and Marketed?

According to Tuçaltan (2017), as the toy has been created with the inspiration from unboxing videos, its biggest attraction is to have children film “unboxing” videos. There are thousands of videos uploaded on YouTube related to the issue that

when somebody searches for “Lol Surprise!” on YouTube, they would see about 2 million and 400 thousand videos. Every video uploaded to YouTube, every photo posted to Instagram, in other words, every content produced by the user becomes a part of the toy's marketing campaign.

Figure 1: The new trend in unboxing videos: L.O.L. Surprise!



Tuçaltan’s study suggests that MGA has been affected by the recent “unboxing” trend and marketed Lol Surprise! dolls. Thus, it has succeeded in increasing its success graph in a short time (Tuçaltan, 2017).

2.6. Children Watching Televisions Rarely Has Changed the Marketing Strategy of the Product

Nowadays, children have become less addicted to televisions, so most TV shows are now shown online. The young generation of today’s world focuses mainly on the Internet and technology. Isaac Larian founder and the CEO of MGA advertised

and marketed the toy on YouTube instead of TV as children rarely watch TV. MGA has set up bright pink video recording booths in 13 cities of the USA, Toronto, and London, so that children could easily record unboxing videos and even make it a habit for themselves. Indeed, it shows how this leads children to YouTube. The basic function of Lol Surprise! brand cabins are to lead a child to buy the toy, then catch the Surprise! with a claw machine. Finally, it guides the children to a recording booth with proper equipment inside. Children who get into the booth get a chance to record an unboxing video. The message to be given to the receiver that “You can be the next YouTube phenomenon.” This promise means that Lol Surprise! is inspired by and created for young people on YouTube, Instagram, and Snapchat users. Tuçaltan’s (2017) statement that MGA makes its marketing campaign through product owners, and it promises to target young girls to become social media influencers supports the mentioned comments above.

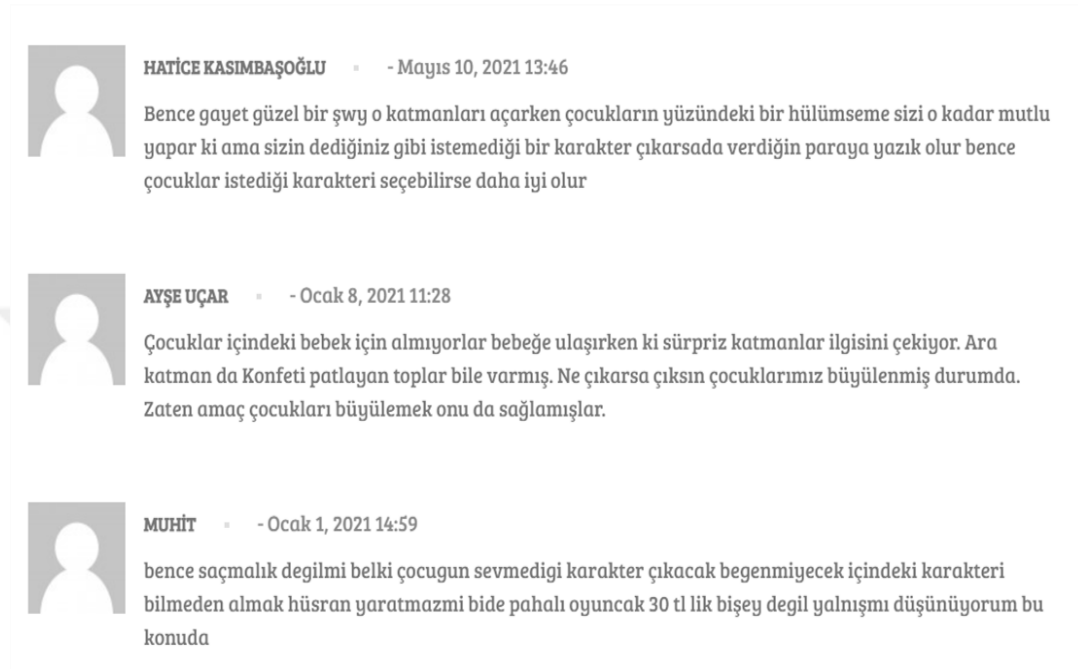
Considering the source of advertisement and marketing of Lol Surprise! Dolls in Turkey, there is not acceptable resource. If there are 9 news about the topic, only one of them is newsworthy.

Table 1:Headline, News Link and Legibility for LOL Dolls

NU	HEADLINE	NEWS LINK	LEGIBILITY
1	LOL Dolls	https://www.konhaber.com/haber-lol_bebek-911051.html	Press Bulletin
2	Seven Surprise!s in a Ball– LOL Dolls	http://www.hudutgazetesi.com/haber/45811/bir-topta-yedi-surpriz-lol-bebek.html	Press Bulletin
3	Astonishing price LOL doll collection!	https://www.sadecehaber.com/yasam/lol-bebek-koleksiyonunun-degeri-dudak-ucuklatti.html	News
4	Surprise! dolls and accessories for your children	https://www.posta.com.tr/cocuklariniz-icin-surpriz-bebek-ve-aksesuarlar-2022853	Press Bulletin
5	Various “L.O.L Surprise!” Products Await Children	https://www.34volt.com/l-o-l-surpriz-urunlerinde-birbirinden-tarz-l-o-l-bebekler-ve-aksesuarlar-cocuklari-bekliyor-haberi-481432/	Press Bulletin
6	“Fun Spot of Children on 23 April: Ereylin Shopping Mall	http://www.gundem67.com/kdzeregli/23-nisanda-cocuklarin-eglence-adresi-ereylin-alisveris-h63338.html	Press Bulletin
7	“Mother and Baby Toy Festival on Hepsiburada	https://www.aa.com.tr/tr/sirkethaberleri/hizmet/hepsiburadada-anne-bebek-ve-oyuncak-festivali/645850	Press Bulletin
8	Famous People in “L.O.L Undercover” Event	http://www.hurriyetaile.com/yasam/etkinlikler/lol-gizli-gorev-etkinligine-unlu-isimler-katildi_26631.html	Press Bulletin
9	Mother, Baby, and Toy Festival and Pictures on Hepsiburada	https://www.34volt.com/hepsiburada-da-anne-bebek-ve-oyuncak-festivali-zamani-ve-gorselleri-haberi-484358/	Press Bulletin

While searching for news about Lol Surprise! dolls in Turkey, the attractive elements are the blogs. There are comments from parents about toys and their children's demands on these toys, rather than the children who use the toys as follows

Figure 2: Blogs About LOL Dolls



HATİCE KASIMBAŞOĞLU May 10th, 2021 13:46

I think it would be better if children could choose the character they want because if they get a character they don't like, it would be a waste of money as you mentioned. But the smile on a child's face as they open the toy makes you happy.

AYŞE UÇAR January 8, 2021, 11:28

The Surprise! layers of the toy interest children more than the toy itself. There are even models that blow up confetti balls in their middle layers. No matter what it includes, our children are amazed by them. Its purpose is to amaze children that they managed it.

MUHİT January 1, 2021, 14:59

Isn't it nonsense, a child may get a character that they don't like and won't enjoy it, it would be a disappointment to buy the toy without knowing what's inside? And it is an expensive toy, not something that costs 30 TRL (Turkish Liras), am I wrong?

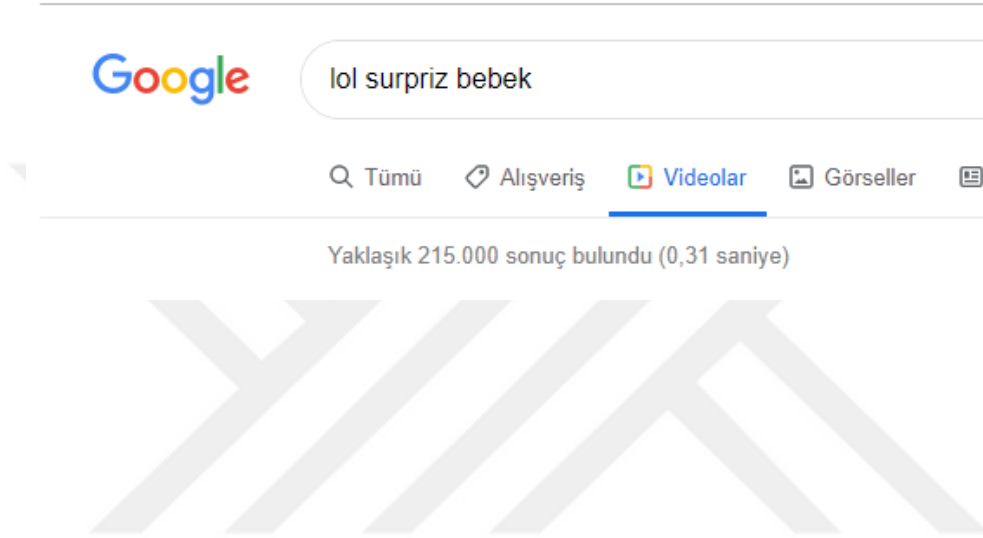


Table 2: Headlines, Blog Links and Resources About LOL Dolls

NU	HEADLINE	BLOG LINKS	RESOURCE
1	LOL Dolls Craze	https://www.quzucukkids.com/blog/icerik/lol-bebek-cilginligi	Website
2	Surprise! packet dolls sell like hot cakes!	https://annebebekkulubu.com/cocuk/surpriz-paket-oyuncaklar-yok-satiyor/	Website
3	What are the L.O.L Surprise! Dolls?	https://www.brainbox.com.tr/blog/icerik/lol-surpriz-bebekler-nedir	Website
4	15 Questions & Answers: LOL Dolls	https://oyuncakbizde.com/blogs/news/lol-bebekler-hakkinda-15-soru-ve-cevap	Website
5	A New Trend Among Younsters: L.O.L Surprise! Dolls	https://blog.gittigidiyor.com/bebek-anne/miniklerin-yeni-favorisi-lol-surpriz-bebek	Website
6	What is the LOL Surprise! Dolls?	http://www.annekaz.com/cocuklarin-yeni-oyuncagi-lol-bebek-surpriz-nedir.html	Website

Considering LOL Surprise! Doll videos in Turkey, there are approximately 215 000 results in Google, which gives us the clue of the toy being spread and popular among kids.

Figure 3: Google Search: lol surpriz bebek



3. PATTERNS OF THE CONSUMER CULTURE

3.1. What is Consumption?

According to Duman (2018), there has been an increase in the consumption and sale of goods produced today with globalization. The way people live has changed, and it became more supportive of this process. Thus, consumption has become not only something that fulfills the wishes or desires of consumers but also represents social class and status. In addition to the spread of hedonistic and harmonious lifestyles in society, the media and advertising industry have tried to approve this new lifestyle through mass media, to consume perpetually, and to instill consumption and happiness through consumption.

Baudrillard (2004) defines consumption as a phenomenon that defines and characterizes a society. He states that the basis of the reality and existence of the society is the idea of consumption and that consumption aims as a means of values and classifications. As Bauman (1999) states that consumption is individual, and it occurs to ease desires.

Bocock (1997) mentions that consumption bases on vanity and individuals realize themselves through the products they consume so that a hedonistic lifestyle came up. Thus, consumption becomes a pragmatic and economic process.

Baudrillard (1998) states that consumption is a phenomenon depending on desires more than necessities. Zorlu (2006) considers consumption as a scope of estheticized products and services being bought, used, and consumed. Consumption

has become something usual in Turkey, and it no longer adopts the ideas of “consuming when it is mandatory” and “living with what you have.”

According to Yanıklar (2006), even though consumption affects individuals differently, it still creates common belongings and classifying them. In other words, people belonging to the same group can make the same choice as they shop at the same place, which reminds the proverb “a man is known by the company he keeps.” Consumption has created similar individuals and classes. Therefore, consumption is a tool providing all necessary symbolical materials as well as establishing communication with people.

Consumption not only ensures the sustainability of communication but also appears as an indicator of social identity. For this reason, people ensure class division and recategorize society.

According to Connerton (2009), consumption cannot be separated from free will, and that people manage and direct consumption rather than otherwise. Everything necessary leaves space for pleasures, wishes, and desires. Objects and monuments would once stand up for generations, but nowadays, we witness that objects appear and disappear in a second, which shows that rapidly increasing consumption is expanding into our lives. The wide range of products and constant changes of the products causing expand consumption day by day. We tend to focus on the new instead of the old.

According to Fromm (2003), as consumption always promises more to consume, people will never completely get satisfied with it, and they will consume more for self-existence that owning something will be more important than using or consuming it. Therefore, the words like fashion and trend have become more popular.

This is also why influencers keep promoting brands on social media. The more products we know, the more we realize it, we ache for the product.

In his post-structural psychoanalysis, Lacan (1994) refers to consumption as the love in any novel. He expresses that just as love completes our deficiencies and offers us happiness, consumption will give consumers the same pleasure and emotion. He also expresses that as we adopt “happiness in consumption” unless we consume, we will always feel the lack, and unless this feeling is eliminated, it will cause us unhappiness.

Debord (1996) defines consumption objects as alluring before their purchase. The moment an object is purchased or obtained by a person, it becomes something simple and loses its value, eventually losing all its features. Any item waiting to be purchased in the showcase attracts the attention of buyers, but once it is out of the showcase, it is neither attractive nor shiny. He believes that objects are tools to meet people's needs.

Miller (2012) states that people consume for the impression they want to give, not out of owning something or necessity. In other words, the individual represents a class with the product he uses and is conscious of it. According to him, people consume to show off.

Baudrillard (1995) mentions that there are strong bounds between labor and consumption and that consumption socializes societies as labor and consumption power rather than consumption being an arbitrary action. Since consumption is a task for people, there is never enough. On the other hand, he mentions that while it is getting easier day by day to buy products from the credit system or price variety, the system keeps us captive to itself.

3.2. The Culture of Consumption

Belk (1988) interprets the culture of consumption as a culture in which consumers avidly desire (and some noticeable portions pursue, acquire and display) goods and services valued for non-utilitarian reasons, such as status-seeking, envy provocation, and novelty seeking. This definition reveals the fact that individuality and false needs are important in consumption.

According to Odabaşı (2016), the culture of consumption is a consumption culture, and it is principally unsatisfiable and limitless that individuals are always in a constant desire to consume. Products and services find and consume their buyers guided through market conditions. It creates a privileged environment in determining identity and status, so individuals introduce themselves through the products they consume. Conspicuous consumption is dominant.

Konak (2017) expresses that the main goal in the culture of consumption is to create false necessities and lead the consumers to the consumption and get new consumers as well. Accordingly, the basic principle is to consume fast and to replace the old product with the new product when it is gone.

Aydoğan (2005) reflects that consumption is merit for individuals that everybody is after purchasing and consuming whether they need or not, leaving behind the living with what you have culture. Therefore, economizing has disappeared, and it is possible to suggest that consumption shapes people's manners and behaviors. Accordingly, in the modern era, shopping has become almost the primary leisure activity for everyone. Every segment of society has adopted to spend time in shopping malls as a non-domestic entertainment activity that it has become a culture.

Argin (1992) interprets the culture of consumption as a world where people think they want something, and once they acquire it, with a panic, people realize that they do not want the object as much as they thought or not at all, and they want something else. Indeed, it is a world where behaviors such as the desire to consume without stopping, not being able to think freely, buying something while buying something else, and not being able to distinguish what the real need is, are normalized among individuals.

Baudrillard (1995) defines the culture of consumption as new and specific socialization stating the emergence of new productive forces and the presentation of an economic system that brings high efficiency as a monopolistic new structure. The culture of consumption offers a new lifestyle, which consumers must adapt to by appearing as a compulsory, singular system.

Baudrillard (1997) explains the consumer society as follows; a consumer society is a community that consists of individuals who learn about consumption and accustoms them to consumption; in the consumer society, the purpose of objects is not to have and use them; to produce and buy them.

Ateş (1991) mentions that consumer society like a system meeting all kinds of necessities people need. This comment refers to the variety of products and the flexibility of the consumption system that meets all individual or personal necessities of a consumption system where the range of products is wide and flexible.

Bilgin (1991) explains consumer society as a society of ready-to-throw people and ready-to-throw things. It can be suggested that there is fast production and consumption, addiction to a product is minimized, and the range of products causes constant purchasing.

Veblen (2005) defines consumer society as “conspicuous consumption” of high-earning individuals and associates the behaviors and attitudes of these people as theatrical plays of primitive societies. He mentions that the leisure class has a desire to reach an accepted standard of reputation. He also adds that this desire will result in increased financial strength and ease of purchase at a new and greater expense that it is difficult to give on expenses for any consumer as consumers have many opportunities to purchase a product. As well as purchasing power, it also has the means to buy it: like a credit card.

While referring to the consumer society, Horkheimer (1994) mentions that individuals become chained and dependent on the products with new necessities.

According to Konak (2017), in an industrial society, which is described as a production society, people are controlled based on work and production. Nowadays, however, spending and consumption are replaced for work and production. The society we live in is a consumer society, and people fulfill their responsibilities through shopping. As Ceyhun Konak states, it is almost impossible to control consumers, and purchasing has become indispensable for people.

“People now work, not just to stay alive, but to be able to afford to buy consumer products” (Bocock, 1997, p. 13). In a way, we can say that people spend their labor to buy products. Hannah Arendt (1994) has also stated supportive ideas to this opinion. She states that “living in a consumer society means to say living in a labor society.” Individuals in such a society only focus on consumption. They spend every ounce of their time on consumption, their greed increases, and their appetite is sharpened. The appetite leads individuals to false necessities instead of the real ones, and thus, they consume objects quickly.

According to Marx (1993), individuals in a consumer society are like baits as they only consume to satisfy themselves. Individuals keep on working for their pleasure and consume them, and they live in the circumstances.

3.3. Historical Backgrounds of Consumption (Worldwide)

Duman (2018) states that the origins of consumption go back to the Industrial Revolution when in the 18th century, the production process began, and competitive capitalism has emerged. He has stated the emergence of tools that will facilitate daily life and the introduction of these tools is the most prominent development in creating the culture of consumption. He also states that mass consumption started with the introduction of production for the market to the elite class. Additionally, he mentions that liberalism, capitalism, and the accompanying social state understanding were important in the formation of consumption and consumption culture from a historical point of view.

According to Robins & Morley (1997), Fordism is a modern time system emerging in the post-World War II period, including systematic and constant production. It bases on mass production and consumption with globalization. However, with the rising rivalry between countries and social services, market saturation, and increase in capacity, Fordism came to an end and turned into post-Fordism, which is postmodernism.

Harvey (1997) interprets the 1930s as a transition period to mass production. He also expresses that mass production emerged as a result of Frederick Winslow Taylor's mass-production methods in the industrial field, that this mass movement called Fordism, and the movement has caused the standardized consumption patterns.

In other words, Fordism is created to present the mass market consisting of similar goods to consumers.

According to Jacques & Hall (1995), the mentality of Fordist production technology is the formation of a new system that facilitates to increase production accordingly to standardization and the increasing efficiency of the worker who started to work on a flowing band in front of him.

Bocock (1997) mentions that new consumer groups have emerged with the increase in mass production and standard consumption patterns, and the period is known as the postmodern period, which bases on mostly working young men and women living with their parents. Those with economic power and classes with purchasing power were shown as targets for the consumption of goods produced in mass production.

Aydoğan (2000) states that the power of media has increased within the Fordist period, and people started to use advertising, mass media, and the entertainment industry to make the target audience adopt consumption. She also mentions that the power of the media is used as a powerful tool in consumption and in directing consumers' preferences.

According to Bloch, in the 1950s television shows and advertisements has offered middle-class lifestyles to the consumers and focused on the notion of consumption. Therefore, by creating a perception through consumption, the massification of consumption was ensured and new products and productions were provided for the consumption of very material things. It has been aimed to create new requirements by ensuring that the products seduce people through the media.

According to Suğur (1999), the increase in demand, the diversification of production over time, and the inadequacy of technology paved the way for the disappearance of the Fordist production in the 1970s, and the transition of the system to the post-Fordist period evolved and defined as neo-liberal. The Fordist period includes the developments that set the groundwork for the post-Fordist period. The reason why the system failed is the lack of technology to meet the rising demands.

Baudrillard (1996) defines the post-Fordist period as the period in which technology manifests itself in production. Labor processes and business management changed and became more flexible in this period. Production is reorganized to lead the way to transitivity between sectors. The increase in the diversity of the service sector, the transition to a variety of production to various consumer categories instead of standard production, the emergence of women's power in working life, the increasing personalization and individualization of consumption, and its consumer-specific design are among the emerging features of the post-Fordist period.

According to Chaney (1999), lifestyles in society have changed and become a subject with the post-Fordist period. Accordingly, lifestyles have emerged as features that make people different from each other. Along with post-Fordist consumption, the image society has revealed itself with its lifestyle.

Betz (1992) defines consumption in the post-Fordist period as a culture. He states that the ruling classes formed in this period were pioneers in adopting consumption as a culture. Nowadays, even though the influencers we see on social media are men/women of the people, they affect people directly or indirectly, consciously, or unconsciously by sharing the products they have used through their experiences.

As Jay (1989) expresses, leisure time in a post-Fordist society “has become synonymous with purchasing” and “the mechanisms that govern people in their leisure time are the same as those that govern the same people at work.”

Ritzer (2000) mentions that technology has come to the fore in the post-Fordist period, and accordingly, different forms of shopping emerged. Such as mail purchases, virtual markets, electronic purchases increased opportunities for shopping. There are many ways to expand consumption. In addition to the advertisements causing the consumption objects to be sold, their shapes, images, and even packages are prepared elaborately.

In a post-Fordist production system, the image of any product is more important than its function, meaning, or purchase. This situation caused conspicuous consumption with it. Postmodern consumers only buy these products as they have meanings and images. They consider these products as a tool to introduce themselves (Duman, 2018, pp. 65-66).

Şaylan (1999) linguistically defines postmodernism as a combination of ‘post’ and means ‘modern’ ‘beyond the modern’ ‘after modernism’ and explains a new period or situation that comes after a period described with the word ‘modern.’ On the other hand, Saylan defines ‘modern’ as appropriate to use in the days lived in, its era and consciousness. ‘Appropriateness to an era’ in the definition leads consumers to adapt to the new system. It becomes clear that in this definition, post-Fordism is referred to as the modern age, and it brings modernism with it. Considering it with the perception of a consumer, a consumer seems to learn that the more they consume, the more modern they get. So, the system offers them a new lifestyle such as changes in business life or the emigration of people from agricultural areas.

A Fuat Firat and Alladi Venkatesh (1995) express that mass production, mass consumption, and mass culture are the most basic features of post-modernism, and during the period people emigrated from agricultural to urban areas, causing groupings under the name of modernization. These groupings were essential in terms of increasing consumption, expanding the product range, and bringing consumption along.

Nergis (1908) emphasizes that more importance is given to 'live experience', 'consumption experience', and 'desired experience' in postmodernism and reveals that the experience itself is real. As a result of the importance of visuality, exaggeration, image, and slogans and their meanings were presented to the market. For this reason, nowadays consumer experiences, complaints, and comments are quite important. Brands specifically ask influencers especially on social media, to share their user experiences with their followers by sending on-market products or just-released products. Even by taking inspiration from the comments here, they can see seasonal expectations and produce products that will meet them.

Everything in postmodernity is singular, and they are not continuous. It is not something perpetual so that it is not possible to mention an integrated structure. Aslan and Yılmaz (2003) support this idea stating life consists of parts, changing scenes, and in this respect, it is no different from a theater stage. The parts refer to the wide range of productions. There are so numerous varieties of productions that it is difficult to follow and remember.

Knights & Morgan (1993) states that in postmodernism, the consumer proves and shows himself through the goods/products they own. Therefore, objects and productions replace humans and get and gives an identity. Consumers adopt the idea

of “we are what we consume” and that individuals prefer products over the meanings given to the products and the images attributed to them. For this reason, as Çabuklu (2004) also states postmodern period ignores the difference between production, but consumption is at least as important as production.

3.4. Patterns of Consumption Culture in Turkey

Aydoğan (2005) states that Turkey's transition to a consumer society was in the 1950s while there was a negative attitude towards consumption throughout Turkey in this period, these attitudes began to change in the second half of the 19th century due to close relations with the West and social welfare increased, albeit in favor of certain layers. Aydoğan also states that the hedonistic desires that exist in society are also reflected in advertisements.

Özdemirci (2017) emphasizing that 1951 and 54 were periods of intense liberalization in the economy, encouraging laws were enacted in this period for foreign capital to enter our country, especially the Marshall aids implemented since 1946, and the social structure changed rapidly. He also states that there are emigrations from the villages to the cities, and that individualization replaced mass thinking or commitment. In this period, again, by saying that popular culture and private enterprises exist, he states the idea of making easy money without producing emerged in the society arouse, mass culture, popular culture, and consumer culture has developed their sub-bases, that there has been inevitable changes and transformations in society. Under the name of modernism, private enterprises have been supported, the understanding of "living with what you have" was manipulated, and the perception of consumption would provide modernity founded. He also mentions modernization and urbanization came with the increase in welfare, and this

situation has caused changes in the lifestyle of the society by starting the migration from the village to the city. Having American products in the Turkish market has been a development supporting consumption. As in 1950-59, efforts were made to support private enterprise and settle consumption in 1960 and 1969. With the coup-d'état on the 27th, May 1960, attempts to improve the private sector increased in Turkey. In this period, the products imported cheaply are offered expensively to the consumer in the domestic version. To avoid reaction on prices, the idea and thought of "domestic goods" was presented to the public through mass media.

Belge (1983) states that between 1960 and 1970 in Turkey, consumption habits have settled, consumption has a critical place in defining and promoting the identity of the individual, however, the understanding "one exists as much as they consume" appeared in an environment where traditions began to disappear, and real moral values were forgotten.

When Özdemirci (2017) evaluates 1970-89, he stresses that even though there was an economic crisis, people would consume somehow, and consumption policies kept on. Having evaluated the period in terms of consumption habits, it becomes clear that class differences, status, consumption for pleasure and desire, individuality, the desire to be rich or to appear rich are at the forefront. The dates between 1970 and 1980 are considered as the darkest period economically and socially. The main reason was the oil crisis in 1973. Protests against politicians and conflicts among people were on the table. A year later, the Cyprus coup d'état took place and caused us to have an embargo as a country from foreign countries. Despite the 12 March 1971 military memorandum, Demirel's resignation, and politicians' ineffective quarrels, the country has not got poor, but consumption has increased, class differences became visible, and the concept of 'I' has come forward. The idea of being rich and getting out of the

crowd has adorned people's dreams, and the desire to reach a more luxurious and ostentatious life has emerged.

Dağtaş (2003) states that the consumption phenomenon, which started to develop in the mid-1980s and gained ground in the 1990s, highlights the values such as individuality, difference, luxury lifestyle, not living with what you have, climb the social ladders, hitting the jackpot. She mentions that people wonder the world and became more vulnerable to consumption through media and claims that in this period, dominant values such as family, exclusivity, luxury life, successful marriage, and keeping traditional values alive were glorified. Having big shopping malls in the 1990s, the curiousness of people to visit these places and the effort to create an image of what they consume have been an indicator of Turkey's transition to consumer society in these years.

Demirezen (2016), when examining the consumption culture post-1980 period in Turkey, he mentions that people associate wealth with happiness. On the other hand, Üstün and Tural (2008) emphasizes that everything in Turkey has started to become not real necessities but commodities, and the media culturally presents commodities to instill a desire to consume beyond real needs, so that social status gains importance as well as identity formation process through consumption objects.

Kozanoğlu (2000) highlights that a culture imitating the lifestyle in Europe that bases on show-off and hedonist in Turkey since the 1980s. Especially in this period, the concept of consumption, which affects and settles in the society, he states that it fuels the individual phenomenon, differentiation, wanting for more, and desires for enrichment, and reveals that the shopping malls that emerged in the 1990s also supported consumption and the adoption of these phenomena. For this reason, from

the mid-1980s to the 1990s Turkey has experienced profound changes with the impact of the West, by which economy, culture, and social life has changed.

Oktaç (2002) states that consumer society has been created with neoliberal policies in this period. Society has experienced a mandatory change, where the society once avoided vanity and lived with what they have and started mass consumption, and media is the main mediator in this. Advertisements introduced the products on the market, which encouraged consumption.

3.5. Consumption Culture in Turkey in the Recent Times

Aydoğar (2009) states that there are changing values in Turkish society since the 1990s, when ‘being modest and living with what you have’ understanding faded away and consumption replaced it, conspicuous consumption has become something normal. People have internalized the normalization process so profoundly that they have begun to show whenever they consume something on social media and shape the way others consume. People have an urge to be famous or ‘impress’ others, so they have started to create personal blogs about the products they purchased practically. The critical point is that we used to be impressed by famous people that we watched in advertisements and can never reach, but now it has become something usual that we have begun to follow “influencers or social media phenomena”, whom we can reach through a direct message. Additionally, we use these influencers’ products. For this reason, for both consumers and brands, social media has become more effective and remarkable than television advertisements.

3.6. A Critical Evaluation to Consumer Culture

Tunçkan (2008) defines industry as the activities and tools used to produce a finished good from raw materials mostly in big businesses. The 1st Industrial Revolution began with James Watt's invention of the steam engine in the 18th century. The Industrial Revolution changed both the tools that people use and the products they release into the market. In this period, when mass communication became evident, craft production emerged visibly.

Adorno (2016) claims that in the Dialectic of Enlightenment the culture industry creates false needs and makes culture (all sorts of artistic events, books, music, arts) an industry. The industry offers a lifestyle depending on consumption as well as limiting the freedom of individuals. It has made individuals adopt a lifestyle focused on spending with income, and consumers have now lost their freedom because they act with what the system offers, and they are trapped in this unreal world. Consumers have become alienated from themselves as they cannot predict which product they need.

According to Adorno (2011) culture industry gives constant promises to the consumer to follow it. The culture industry not only makes consumers follow it but also cheats its consumers out of what it endlessly promises. For instance, shampoos in advertisements show that their product makes hair perfect, but once the consumer gets the product, he realizes that this is not the reality. Adorno states that the culture industry promises constant pleasure with conspicuous images, and the culture industry always postpones satisfaction. He argues that sooner or later, consumers will face the truth, with the phrase that the monotonous daily life they want to escape from is put in

front of people with desires evoked by all those bright names and images. The culture industry came up as a product of Fordist production, especially in the commoditization of the entertainment sector culturally. This process is a process that also controls and directs individuals. Definitions related to the Culture Industry and statements supporting this situation are as follows:

Kulak (2017) interprets the 20th century as the period when technology and technique became prominent. As a result, it adopts the Fordist production as a reference. According to him, the entertainment industry has been successful with the standardization of new forms of culture and the spread of mass culture. These industries produce all their products to make a profit.

According to Kulak (2017), the way culturally produced products and other manufactured products are the same. They are presented to the market so that they can be purchased by consumers though there is no difference in the production stage. Once a product is sold, they become a cultural element identified with them and the society, which easily causes individuals to be manipulated by the culture industry.

Adorno (2009) states that a changing matter in products in the culture industry is meanings attributed to objects. The culture industry keeps convincing individuals to purchase. The underlying factor behind the easy persuasion of consumers is the false needs created through products. Mass communication tools, in other words, advertisements, have become the most effective way to achieve such belief. Individuals unconsciously purchase and consume. It is not possible to mention the free will of any individual. Thus, cultural products are highly effective on people, though they are simple.

According to Marcuse (1990), “One Dimensional Man” criticizes the consumption that emerged with capitalism and even objected to the false needs that capitalism causes. He believes that capitalism created the consumer society and made social control and class domination sustainable. Capitalism has deceived and ruled people with mass culture and prevented them from making their own decisions. Thus, the “One Dimensional Man” model came up with this system, which is empowered by mass media tools. Marcuse divides necessity into two sections: firstly, “real needs” that are physiological necessities for an individual to survive, and secondly “false needs” that are forced by capitalism. Since the system does not create conscious consumers, people cannot distinguish between real needs and false needs and consume the products they buy without knowing which needs they will meet.

Erich Fromm (2003) bases the modern world on human psychology. For this reason, he focuses on the notion of happiness, which is the most essential problem of our age. Fromm suggests that all systems limit and shape the needs of individuals. He argues that with the Industrial Revolution, the idea that everyone will be equal, whether man or woman, will be in abundance and comfort, and that absolute freedom and unconstrained happiness will be realized thanks to unlimited production and diversity has become nothing but a dream. In such a system, the individual is in constant consumption because he feels dull, which is part of the system. Individuals are not free and do not behave as they want, but passive and self-alienated. Therefore, consumption is the only way for him to get out of his limited space and be happy. Starting from this point of view, Fromm says that the diversity offered by the media and the idea of consumer freedom intends to legitimize unlimited consumption.

3.6.1. Mass Society —Mass Culture

By stating that mass society came up to turn into a modern society, Cengiz (2009) states that the individual develops production and consumption relations based on the understanding of modern society and positions himself in such a structure. Cengiz also states that leaving individualism behind by creating common cultures and belongings to initiate a process of mass person and society. People will commonly consume such commodities.

Hall and Whannel (1964) list criticism to the functions of mass culture which they compiled based on the views of mass culture critics from C. Wright Mills to Q. D. Leavise, Ortega y Gasset, and Orwell as follows; mass culture displays itself through manipulation techniques of a certain class and this process has caused standardization, which passivated creativity, and made society passive consumers. In the mass society/mass culture, the media presents people with a false reality and shapes our lives in the way they want; makes people the same with a similar understanding; it destroys folk art, undermines popular art, and threatens high art. Mass society and mass culture give individuals identity, alienates individuals from themselves, creating a society that is not aware of their wishes but becomes “it” since the media expects so. By supporting these ideas, Mutlu (2016) explains that mass culture dehumanizes people, and thus people always live anxiously, exploited, trapped, and isolated.

Eyüboğlu and Tufan-Tanrıöver (2000) assert that wide-scale production and new labors emerged with the Industrial Revolution in the 19th century, which changed old cultural values, social structures and decreased close relationships and commitment. The definition of mass culture was made for the uniform cultural structure that emerged with this newly formed social structure, and that the finest

resource that creates and strengthens the mass culture is the process of changing the values of the society in the society.

Özbek (2002) defines mass culture as adjoined to mass society that Western societies have accepted, they have the same qualities, but they are quite different from one another as “atomized” since the end of the 19th century. At the same time, he states that it is based on a theory that ignores the existence of social differences, which they assume to have become a homogeneous society, and says that he creates common commodities by using cultures, globalizes these commodities, and presents them as a common value to the whole society.

3.6.2. Popular Culture

According to Chandra & Schudson (1991), popular culture represents widely shared common beliefs and practices in society and the products by which they are organized. Popular culture can be anything that impacts people. In other words, the mass society that creates mass consumption may be teaching common values, acting commonly, acquiring, using, and demanding the popular, and thinking jointly over it. According to Mutlu (2016), popular culture negotiates the unchanging and sacred values and beliefs of society.

Konak (2017) states that popular culture brings society under control and shapes through media with the emergence of technology in the 21st century. Based on this definition, it is possible to suggest that culture pacifies individuals, and although they are free when consuming, it is not the case. Regardless of the time, popular culture is a dominant culture that permeates every aspect of society.

Özbek (2002) states that in defining "popular culture" as it is important to what the two terms that make up it, namely "popular" and "culture." Their meanings

are important, but she states that the definition of "popular" plays a more decisive role in explaining "popular culture" than "culture." Thus the word popular has two basic meanings. In the predominant first definition, popular is used in the sense of "widely admired, consumed". In the second definition, the word popular is considered in the sense that it "belongs to the people", based on the popular culture-high culture debates. Popular culture as belonging to the people means that it plays a role in determining the culture, directs the society to consumption in this sense, and creates common taste.

According to Korkmaz and Erdoğan (1994), the culture industry produces and distributes popular culture, and that society has no control over its production and distribution. They also define the culture industry as "mass production" hiding behind "enlightenment." It is understood that certain groups manage popular culture and it is managed by a certain group and offered to the public. It is also emphasized that the public does not influence directing consumption or determining common values.

According to Oktay (2002), popular culture produces false happiness for us to get away from the negative aspects of reality. Just like shopping malls, when we go inside, we get away from the real world and a different world welcomes us. We feel happy in it, but once we leave, the real world welcomes us. Maybe calculate what we spend inside when we leave the place.

Referring to Horkheimer's definition of the culture industry in "Dialectic of Enlightenment", Strinati (1995) mentions that the products designed to be consumed by the masses in every field and the things that determine the nature of consumption to a large extent are produced more or less in line with a plan. He also emphasizes that individuals conform to each other, albeit a little, structurally and that they apply each

other to be part of a system. He comments that popular culture can also connect its consumers in this way, gather them around common products and target them. If can buy a product and talk through them it means we can find connections to them. We now see consumption as a social activity. We can be impressed by our friends and sign up for the gym. Or we can talk about which product the influencer we follow together with our friend on social media uses. We can unintentionally promote each other the products we just bought. Today, individuals have also started to be effective in purchasing products.



4. WHY AND HOW DO WE CONSUME?

Although there are some reasons for consumption, to find out the true reason why we consume it is essential to understand what kind of consumption and other ideas stimulates this desire in an individual or society.

4.1. Desires and Necessities

Odabaşı, (2016) mentions that consumption arises from what an individual has learned throughout his/her life, experiences, and unsatisfied wishes and needs. It defines that when a need is directed towards an object, it turns into a desire rather than a need.

If we define Consumer Needs through A. Maslow's hierarchical explanation; Maslow explains physiological needs, safety needs, belonging and love needs, esteem needs, and self-actualization needs through the hierarchical approach of human needs. Accordingly, it is understood that individuals consume not only the products they need but also because of the need to show their identity. We cannot call these needs false needs because they are necessary needs for an individual to exist in society. In other words, individuals can consume not only because of their practical benefits and functions but also because of their need to show who they are, express their emotions, and communicate with their environment.

Henri Lefevbre (1998) explains excessive consumption with the widespread acceptance of the concept of "need according to consumption", not "consumption according to need". Consumption now creates needs in the lives of individuals. Product variety and brands have an important role in the creation of needs as individuals are likely to buy several of the same product just because there are various

color options. Buğra (2003) emphasizes that for something to be a real need, it should be considered whether it has vital importance or not. It is clear that basic needs are independent of individual needs, desires, or preferences and should be considered separately. Therefore, needs and obligations are more objective, and wishes and preferences are more subjective.

Baudrillard (2009), on the other hand, states that “not only objects are present in the consumption process, but also objects and images, symbols and signs are used as a tool, therefore, satisfying desires and desires is a basic need in consumption.” Although it comes to mind that the need may be primarily physiological or vital needs, desires and wishes can also be considered as needs.

Isherwood & Douglas (1996) states that consumer experts manipulate the concept of necessity as they know that more necessities will arise with the satisfaction of the previous ones, and they can easily direct the consumer in this direction outside of their real needs.

4.2. Symbolic Consumption

Odabaşı (2016) refers to Piere Martineau's statement that *the product or brand image is the symbol of the consumer's personality and self*, creating the perception of *"tell me what you consume, and I tell you who you are"* the consumer. Indeed, this emphasis defines that consumers cannot exist without the products they buy, and they express themselves through their purchases. In this consumption, the symbolic aspect reveals the symbolic approach. People are not only influenced by their environment but they are exposed to the influence of the 'symbolic' environment. It exists in this world, making it possible for the concept of 'self' to be realized through symbols. Burnett states that “do not tell people how good you make the goods; tell the how

good your goods make them”, which clearly shows that how profoundly consumption spreads. Even if individuals consider consumptions they make as necessities not to be left behind the age, it is just a process that aims to display only the symbolic and identity. The fact that individuals use consumption beyond their needs in this process is due to their social survival needs. It is entirely due to the understanding of 'you get as much as you consume'.

Consumption contributes to individual and social brand, namely identity, formation by taking place symbolically. For this reason, Bocock (1997) says that not only objects are consumed, but also thoughts are consumed together with objects, and the desire for a deficiency remains at the forefront.

4.3. Hedonism and Consumption

The concept of hedonism emerges in societies where people experience the consumption culture. According to hedonism “*life is what is lived in the moment; there is no beyond it.*” If the definition is evaluated from the perspective of consumption, it becomes clear that we should consume whether we need it or not.

According to Bauman (2000), if consumption was an element defining happiness and success, then there would not be any desires. It is impossible to “maintain standards” that people will consume constantly and their desires will never end.

Odabaşı (2006) on the other hand, emphasizes that the image of the product, the images, and the messages it carries are more important in hedonic consumption, and there is an approach to the object as if it is alive. He also mentions the subjective symbols of the product are valuable for the consumer and says that individuals buy

the product for this reason, whether it belongs to a class or not, and whether it raises it as a status or not.

4.4. Epicureanism and Consumption

“Epicureanism is a system of philosophy (A.D 341-270) based upon the teachings of the Ancient Greek philosopher Epicurus. According to the teaching of Epicureanism, one can be peaceful when they are virtuous, find comfort both materially and spiritually, provide mental and physical peace, thus get rid of everything that harms them. Epicurus believed that because he saw man as a material being, he should avoid physical difficulties. (Duman, 2018, p. 6)

Therefore, when we look at consumption, the perception that it promises happiness to people carries them into a false world and creates the perception that they will be happy as they consume derives from Epicureanism.

4.5. Material Consumption

Industrialism has manipulated that the products created and offered to the market are more valuable than people and life and placed the perception that they can only exist with the products they will buy and can be measured through these, to make a habit out of consumption. Indeed, people thought that they could distinguish themselves from other people and make a difference by owning material objects and their symbolic expressions. As a result of the increase and spread of consumption and ownership, the common culture and belongings disappeared, and materialism and collective orientation were left aside, and products for individual interests or desires began to be offered to the market.

Oxford Dictionaries define materialism as the belief that money, possessions, and physical comforts are more important than spiritual values; the belief that only material things exist.

Odabaşı (2016) states that materialism argues that everything essentially matters and that even the soul is a result of this matter, emphasizing that the product

and service that an individual buys is completely material. The perception of happiness offered by consumption aims to satisfy their material interests, material needs, and material pleasures.

4.6. Discrepancy and Consumption

According to Simmel (2004), when focusing on consumption differences, it becomes clear that people create different images by grouping, and they differ from other people thanks to these images. He argues that people do this to attract attention, to emphasize their political views, or as a sign of class and status that they just reveal their differences in the crowded place they live in through different hair styles, clothing, gestures, or places that they eat and drink. The psychology of showing a difference is not seen as an individual choice by people but rather associated with culture. All these people seek to express themselves in some way or in the city where they are imprisoned.

4.7. Capitalism and Consumption

Okta (1995) says that capitalism should be viewed not only in terms of goods and services but also in terms of activating desires and desires. This system is the one that provokes and raises the desire for luxury consumption and consumption. It is known that the purpose of capitalism is to work and produce without stopping, and to consume continuously with production. In this system, where class distinctions are certain, individuals have to consume and spend money to exhibit themselves in the upper class.

Williams (1993) states that there is not satisfaction of any desire in capitalism, and the individual who enters the system by consuming only for once runs back to consumption again enthusiastically. As soon as the consumers buy and use the

product, a higher model or different variant comes up to the market immediately. The new model is curious before we are satisfied with the first product purchased. This leads to constant purchase and eager consumption.

Bauman (1999) argues that the capitalist system creates consuming individuals and adapts them to this system day by day, and consumption in the system has no normal limit, whether it is luxury, need, or desire. Also, it will attract the consumer, appealing to people from any class.

4.8. Public Opinion (Image) and Consumption

According to Türkoğlu (2000), we reveal our identities with the things we buy. For this reason, consumption is a process that not only meets our needs but also gives us an identity, it is also a social, psychological, and cultural phenomenon.

As John Fiske (1991) emphasizes, people's pursuit of brand products or their passionate desire for a product is also related to the image that that product contributes to the person. Products define us in every way we can imagine, even an unfamiliar person can classify us from what we wear and the brand we use. In today's world where classification, belonging to a place, images and images are important, it is inevitable for people to connect products to products through these images.

According to Spencer C. Benneth consumption is defined as follows: attributing meanings to the objects we acquire in order not to lose our identity in society and creating identities by individualizing them to be noticed. Ironically, as we create our identities, we only make it through the mass products we buy (Oktay, 2002, p. 30).

4.9. Semiotics and Consumption

Ak (1998) states that the behavior of individuals in purchasing a product is mostly related to the brand and recognition of that product. Ak also mentions that the images embedded in the minds can be a guide in choosing the product and that although the advertising works are effective in promoting these products, the power of the brand and its ability to reveal itself is the most important thing. Digitalization has had brand promotions mostly reflected on the social media side. There is nothing much left to talk about television commercials and their influence today as promotions on social media through influencers are more effective. For this reason, the image ensures that the leading brands are preferred.

Rutherford (1996) states that the most important thing in consumption is the meanings attributed to objects, and states that we can see this mostly in advertisements. When consumers purchase a product, they need to feel that they belong to the product. For this reason, the product image is related to the semantic value of the consumer thinks about that product. For example, the images of classical music used in a real estate advertisement, a little girl playing the piano in the house, a woman reading a book, and a happy couple at home create the perception that when they buy that house, they will have this life with them. With the house, the advertisement offers a lifestyle to consumers. In terms of using images, advertisements apply a strategic method to sell the product to the consumer.

Oktaç (2002) states that although the attributes attributed to the icon are thought to be made through advertisements and promotions, it has an important guiding power in the consumption or purchase of a product in individuals. Gözdaşoğlu (2001) explains this with Baudrillard's meta-indicator theory. The

exchange value of goods overtakes the use-value, and the product has now become an indicator. Consumer goods; luxury, exoticism, beauty, freedom, etc. It deals with the sale for the satisfaction of desires and pleasures rather than the use-value by associating them with adjectives such as.

5. TRANSFORMATION OF CONSUMPTION SPACES: FROM TELEVISIONS TO YOUTUBE

According to Gottdiener (2005), with the opening of shopping malls in 1956, consumers found themselves in a different place. And the diversity in this different space not only met their needs, but also began to become places where they felt meaningful, re-found their identities, and existed.

George Ritzer, in *The McDonaldization of Society* (2000), states that shopping malls are essential and attractive foundations where people from all classes, regardless of age and gender, get together. Shopping malls are also important foundations that make a McDonaldized society. These spaces not only present the commodity but also present a universal world to the consumers, because more than one brand, more than one shop meets the consumer as if opening the doors of a city. These spaces are also known as holy cathedrals that express the identity and lifestyle of modern society. These places are expressed as places where people go to fulfill their “consumption religions” and perform their rituals.

Kahraman (2011) evaluates shopping malls as the biggest product of the capitalist system. He states that the most important feature of the capitalist system is to destroy people's will through consumption and to make them unconsciously desire

to consume. In the same way, he comments that shopping malls direct consumers with their strategies and dull their cognitive abilities. Thus, individuals are forced to consume more.

As John Thompson (1995) states, with the development of mass media, mass media has been defined as the institutionalized production and transmission of "symbolic commodities and content". Media, in a wide context, is a factor in the sale of commodities and their attractiveness. In the era of intense digitalization, cash is no longer required for purchases, nor there is a need for a physical space in product preferences or product appearance. People can easily get whatever they wish through the images that mass media tools provide. Another statement that supports this idea is Qualter's (1991) view that the media is the most active role in the spread of globalized consumption culture to the world.

Douglas Kellner (1992) considers the 1980s and 1990s as the period, in which the lifestyle adopted by the consumer heavily came to the fore in media. In this period, a way of life was presented to people rather than the promotion of products. With the content that the media brings to the forefront of products, People are not after having that product, but the satisfaction it will create on it since this satisfaction not only fulfills the desires and wishes of the person but also helps him to find an identity in the society.

According to Wernick (1996), there is a magnificent link between advertising and non-advertising content published in mass media. The bond that encourages people to consume more gives the same message as in magazine programs, newspaper and magazine texts, soap operas, and movies that emphasize the importance of being rich or living a luxurious life.

Chaney (1999) also supports this view and mentions that in the consumption culture conveyed by the products of the media, it is observed that values related to the social position (status, prestige, class, etc.), lifestyle, and identity presentation are emphasized. These values are associated with goods and services through media and advertisements, and it is conveyed that these symbolic values can only be owned through the consumption of such goods.

Konak (2017) states that our need to find identity in consumption comes to the fore, and the power of the media guides consumers, and accordingly, with the hidden messages they contain, consumers experience the feeling of having products that they do not need. For this reason, we can say that the media allows the postmodern culture to turn many areas of life into a show-off.

Keane (1999) says that advertisements are an encouraging form of activity that creates false needs, nourishes the consumer's ethos, and causes them to buy love by attaching special meanings to days or to present love to the people in front of them with the products they buy. For example, on February 14, brands bring products such as rings and gold necklaces to advertisements as a way of presenting love. Postman's (2004) opinion supports this statement and believes advertisements, to recognize the consumer and make them feel valuable, attribute images and symbolic meanings to the products.

Bocock (1997) expresses that children are not consumers innate, but they learn the desire for consumption in later stages of their lives. Today, in the advertisements intervening in the programs that children watch, it is seen that the protagonists they follow introduce the product. Firstly, children feel admiration towards a character

through cartoons, then the character they admire displays products to be consumed to children.

According to Radford (2004), advertisers attribute symbolic meanings to the products they promote in advertisements not to have satisfied audiences, by which they cause unsettlement viewers' values, and eventually consumers compare and ask for more. It is the same as when thousands of colors of the same product are on the market, and the consumer can't choose the color they like the most. The consumer is likely to want different colors or models of the same product.

Williams (1980) defines advertisements as "the Magic System" as with the advertising strategies, consumers not only buy the product, but the respect, beauty, health, success, and power offered with it. The magic here hides the root causes of general satisfaction. The only thing we experience after the products we buy is our pleasure. It is the desire to have that product in us. It gives such a pleasure that consumer never regrets, and the lack of regret is the effect of this magic. When we go shopping, we ignore the fact that we surpass our budget, and we max out our credit cards and have a hard time making it to the end of the month. We only make judgments only when the payment due comes, but then we continue to spend and consume.

Aydoğan (2005) states that advertisements first affect people emotionally and then make them submit. Advertisements create unconsciousness in consumers by influencing them with images, thus people do not think logically while consuming.

According to Rutherford (1998), advertisements contain such strong meanings that they use consumer's favorite celebrities. As consumers think that they are going to be their idols, or even think about getting closer to them, they buy the product.

Consumers, in some cases, just purchase the product because of the mystery it has created. Though the exact reason why consumers buy a product is difficult, advertisements have an undeniably big role in purchasing.

Özdemirci (2017) states that the industrial society gives consumers an understanding of "you will be seen, you will be noticed" and deceives them with this promise. Accordingly, advertisements present their products with this promise to embed this understanding and make people adopt it.

As McLuhan and Powers (2020) suggests we live in a world that includes billions of people: the global village. The global village offers us an unlimited consumption desire that consumption is no longer within the borders of a country but extends to different cultures.

Tanyol (2002) states that the internet surrounds us, and that technology is one of the communication elements. Nowadays, we see that many products are promoted via the internet. All channels, whether we follow or not, bring us products that we will consume in some way. Even when there is no desire to consume, it reveals this desire before us.

Dağtaş (2009) states that the most important power of the Internet is that it enables communication and interaction due to mass media products, and we can control everything from people's private lives to their choices. This is also a fact that stimulates our will to consume as we can follow the experiences of famous people and/or influencers, actually people who share their product experiences all the time. As we follow and see them all the time, we can quickly buy the products they share, which is almost as effective as advertisements.

As communicative contact of people, the use and consumption of products have increased hand in hand thanks to the Internet. When we ‘like’ a product, more like that product we get to see, or when we google something, many related results come up. We can notice everything trendy by moment. We can see different products since the Internet is something global, and consumers who never get satisfied with the variety of products, take more actions for their pleasures and desires.

“Conversations and posts that people make up on social media. Thanks to websites and applications that allow people to share content and information, such as social networks blogs, micro blogs, instant messaging programs, chat sites, forums, internet users have the opportunity to access the content they are looking for and interested in” (Kurumsal Haberler, 2016).

Bostancı (2010) states that technology changes rapidly with globalization and needs also shapes with technology. As YouTube takes over televisions, blogs are the new newspapers, and Twitter has become a news agency.

Social media is a “vast information” for interaction that all users can get in contact with others as they like. They can choose products by looking for user experiences. Compared to advertisements, there is two-way communication in social media, while advertisements have one-way communication. With their comments and posts, social media users can either increase or decrease the value of a product. It can be suggested that social media has a wide user network today. Olgun (2014) explains this phenomenon as the easiness that the Internet provides for its users. In this case, brands shift their strategies to digital platforms. The more content they have the more they are known to the world. When consumption on social media was not so common and there was no trust in online shopping, people used to waste time in the shopping

malls until they would find something that they would like to buy. However, many products are on the digital market, so that consumers have no difficulty in finding products and accessing them. Being able to return a product and making them quickly also increases consumers' trust. Nowadays, changing rooms have turned into videos that influence or social media phenomena share themselves trying products on themselves and sharing their experiences. No physical environment is required for this. Indeed, an artificial environment is presented, just like the false needs created by consumption.

Akyazı (2019) states that although consumption desire has started with traditional media, the posts made on social media began to be much more effective on consumers. Social media spreads among people by its nature. Anything shared on social media reflects the consumption culture of social media.

“With the new Digital in 2017 Global Overview report from We Are Social and Hootsuite revealing that more than half of the world's population now uses the internet and approximately 37% of them use social media. The Internet and social media access in Turkey is 60%. The number of social media users increase by 14%. These rates are more than enough for companies whose aim is to sell more products to see social media as an ideal platform” (Kemp, 2017).

Nowadays, many companies follow social media users' comments and user experiences for their new products. During the pandemic, there was a period when the need for masks increased and interest in cosmetics decreased people became more interested in natural skincare products. And most brands have extended their range of products conveniently to user needs and expectations. People can easily share their

consumption behaviors with their inner circles and followers via social media. Consumers display the products they buy or chose, the places they go, the books they read, the food they eat through social media. According to Sabuncuoğlu (2015), social media has changed into a platform where most users use it as a blog, and they both get advertisements on their posts and show off. As individuals promote the products they consume here, they get new followers and likes. Desiring to have what he has experienced in other people who follow them, he enters into proof of his status in society.

6. NEW ACTORS OF TRANSFORMING SPACES: YOUTUBERS

Individuals tend to follow people who they admire. By showing famous people in advertisements, people have been analyzed to buy more products and change their perspectives on them. One of these behaviors is consumption behavior. Shaw (1997) explains as follows: *“Primitive man worships stone and wooden icons, while modern man worships flesh and bone idols.”*

Nowadays, this can be seen on social media, and being an influencer is more than enough that consumers respect more to what influencers say.

Katz and Lazarsfeld's (2017) two-step flow of communication suggests people form their opinions under the influence of opinion leaders. Opinion leaders may be in any social class. In social media, influencers who are close to us introduce products like an opinion leader, conveying their thoughts about them and share their experiences. It functions both as an advertisement and a manipulation of others.

Akyazı (2015) mentions that having famous people in advertisements is critically important and individuals who associate celebrities with the brand believe that once they acquire the product, they are going to look like them or going to be in the same class. In this sense, the consumer is not conscious, nor does not buy the product because he needs it, he buys the product because he is completely influenced by the opinion leader.

“Revealing consumer behaviors of celebrities have a positive impact on sales. For instance, when the famous actress Zeta-Jones showed only her face in T-Mobile advertisements, a technology company in America, there was a 25% explosion in sales. Giving a local example, when famous comedian Cem Yılmaz took place in a campaign with Doritos, by the end of the campaign sales have doubled up. It is possible to give more examples presented in terms of showing the effects of a brand face or celebrity use in advertisements.” (Gözütok, 2006)

7. REFLECTION OF YOUTUBERS' LIFESTYLES ON YOUTUBE

Considering the media in Turkey, all themes, contents, programs, and advertisements lead the viewer to consume more. According to Betz (1992), the purpose of advertisements is to meet the audience's needs rather than their needs but to create endless and insatiable desires. As a result, will eventually cause individuals to purchase artificial identities. Consumers in Turkey need to create an identity, and thus they mainly consume products based on vanity. They also tend to prefer the popular things in their identity creation process. They can even change their preferences by realizing their class since belonging to a class and existing through it seems everything to them. They think that with the products they consume, they will also live the life they have been offered. Here, the culture and the habitus of the area to which it belongs do not affect. People now decide what they want to be thanks to digital media.

8. CONSUMPTION OF TOYS AND CHILDREN ON A CONSUMPTION BASIS

Grey (2006) reveals that companies target children with their marketing strategies, and from a market economy perspective, children are the tools of consumption. Since children cannot distinguish between real needs and false needs, it is easier for companies to guide children.

Hablemitoğlu (2009) states that new generation children seem to be insatiable, constantly in search of something, unhappy, devoted to brands, and show off characters who want to express themselves in every aspect of life, and also defends another feature of the type of childhood suitable for capitalist codes is the variety of products. Children lose themselves in the sets of toys and turn into collectors.

Williams (2012) explains that children have internalized consumption so profoundly that the term “citizen-child” turns into “consumer global child.” The most known reason is individualism and the never-ending demands of children. It becomes clear that the activities done together in childhood have decreased and individuality took over sharing causing children to be happy with the quantity or quality of the toys they acquire rather than socializing. “According to a study conducted in the US, higher materialist aspirations undermine emotional and physical health and are correlated with depression, low vitality, risky behaviors, and other negative states as they become a part of the purchase and spend culture (Schor, 2004:275). The data reflects how children feel psychologically as they adapt to the consumption culture, and it is also a signal of different behavioral disorders that children may experience in the future.

“Consumption society is a society of learning about consumption and being socially prepared for consumption. Therefore, capitalism provides some productions and asserts that they are “needs.” So, needs are invented, produced and renovated since capitalism needs to renovate itself, and seeks no conscious individual who ignores a necessity.” Thus, children became both subjects and objects of a capitalist market (Baudrillard, 1995, pp. 98-99).

Barthes (1990) states that games and toys do not only become a commodity to be bought and sold but also the consumption culture is desired to be reproduced and reproduced by using the game culture. Thus, it aims for consumer children, not creative children. Children get insatiable, which leads them to consume more and more. Another power supporting this idea is the media. Pembecioğlu (2006) emphasizes that advertisers and producers consider children as consumer creatures that may internalize several consumption habits.

Onur & Güney (2004) mentions that in the world of capitalist society, which started with the modern period and spreading quickly, games and toys have become “purposeful” and play a role in raising the impenitent consumers of the future. It can be suggested that the release of games and toys and their impact on children is not a spontaneous, unplanned development.

Şener (2007) states that with globalization, children have access to a place where there are no borders, and the biggest factor in this is the Internet technologies. Nowadays children acknowledge other cultures and products as well as their culture and products. This modern period has also affected children’s behaviors as well as their communication and interaction with their peers. Increasingly estranging from their families and traditions, have become the target of the toy market. Because of the

current consumption system, the society that is lives with what they have is not satisfied with it over time and always wants more, which has caused consumption to appear as the normalization of modern society. Traditional rituals (Eid, Christmas, etc.) have adapted themselves to modernity and pushed children to consume under the name of popular culture, where the biggest factor has been television.

Jessen (2003) says that play culture has changed with globalization that it has become a structure including smaller groups that diminishes social games, children indoors more and increases individualization as well as decreasing communication and sense of time. Jensen also believes that this structure has caused computer and internet games to become widespread and become a big link in the consumption chain. Yener (2012) states that the number of users playing games on the Internet has increased 534% with some 5 million users in the last 12 months. Yener also mentions that in the research conducted, it was found that 70% of computer users, that is, about 20 million people, only played games. When Adakaner (2012) examined some international studies, he stated that 51% of children aged 0-8 and 81% of children aged 5-8 in the USA play computer games.

İnal (2007) suggests that as adults care about Instagram or YouTube influencers' opinions and experiences in consumption, children also care about their cartoon characters and heroes they follow in their toy consumption. He states that children are increasingly socializing as consumers and becoming objects of commodification and reification processes. It can be easily detected in our daily lives. For instance, once a cartoon is released following products related to that cartoon are also released to the market. The toys and games preferred to have generally drawn away from traditional games. The media mainly supports this process. By aiming children's culture in a vast environment under the name of entertainment or

education, it affects consumption behaviors of children through new heroes and their images.

Kanner (2005) stresses that standardization came forward with the new world order. The desires and pleasures of consumers became compatible with international brands' products, which changed children's consumption behaviors. Examining the toys in Turkey it becomes clear that most of them are internationally popular. Linn (2004) states that toys have diversified with globalization, therefore, consumers no longer limit themselves to national identity and culture.

Köker (2007) expresses that new toys are sent to the market by an authority and most children recognize, enjoy, and play with the same toys, and she adds that children playing with local toys have considerably decreased.

International brands, undoubtedly, also target children in consumption. To get their attraction and these brands release numerous toys to address their demands. As children are easier to get, they are one of the most critical keys in a consumption society (Özdemir, 2006).

“Nowadays, the worldwide toy market has expanded into \$80 billion. In Turkey, the toys and toy industry are about \$700 million. The CEO of Hasbro, one of the world's largest toy manufacturers, announced that Turkey ranks first in the growth in the toy industry, therefore they will enter the Turkish market and their research on this subject continues.” (Temizkan, 2012)

This explanation reflects that children are valuable in the consumption market, and when we consider Turkey, it is so wide-open to the imported products making it easier to adapt. Children also demand the toys that they can follow on digital platforms and are not produced in Turkey. Children make not only toys but also

computer games come to Turkey they had seen via YouTube advertisements. They get them to get into the Turkish market through e-commerce websites.

Zelizer (2002) presents that all over the world children have become subjects and objects of the consumption culture with globalization. For this reason, in the toy industry, it is easier to target children, persuade them and encourage consumption. When children are persuaded, their parents can buy these products in order not to offend or upset them.



9. HIDDEN APPARATUS AFFECTING CHILDREN’S CONSUMPTION HABITS

“DİE 2004 (state institute of statistics) has revealed that there are 6.5 million children between 0-4 and 9.2 million children in preschool age group. 250,732 of the children in this age group attend pre-primary education institutions (Devlet İstatistik Enstitüsü, 2004). These data guide us to figure out why consumption has leaned on the age group and why the children and young people population is high.

Many reasons affect the consumption habits of children. Until this topic, I have tried to shed light on how children, in general, are manipulated by the capitalist system, media forces, and toy companies.

9.1. Family

Barış and Odabaşı (2002) emphasizes that children's consumption behaviors are shaped within their families since their early ages with the statement that the institutions that children establish the longest relationship and learn about consumption are their families. They support the idea that a child’s interests and tastes shape under the control of their parents. According to Yavuzer (2003), the most effective socialization institution is their family in pre-school ages. During this period, while children learn to be social individuals, they also try to find themselves. Yörükoğlu (2004) states that the most distinctive feature of the child in this period is the effort/identification to resemble parents. The child, then, takes his parents as a model but imitates.

A research carried out by Carruth and Skinner (2001) reveals that how a mother adopts consumption affects children to have similar attitudes and behaviors in consumption. The good level of communication and exchange of ideas has shown that they have important effects on the shaping of the child's consumer identity.

9.2. Friendship

Yavuzer (2003) exhibits that children need friendships as they need socialization. Once a child enrolls a pre-school education institution, they shift away from their parents and moves into an environment with their peers. Children are more exposed to inducement and impacts. There is always someone to compare or meet. Children learn new things through socialization. They even unwillingly adopt the consumption based on the instinct of "if he has it, I must have it too." Acting with herd psychology is more common in this period.

Nazik (2005) mentions that children always care about appreciation, thus some things that children may do to be included in a group or appreciation may be unacceptable for their parents. This also includes consumption behavior. As children become socialized, they go out of the family environment and family sanctions on the child are lower. This time, the child transfers what he sees from the outside to his family with the instinct of ownership and puts pressure on him.

9.3. Educational Institutions

Yavuzer (2003) defines education institutions and kindergartens as places where children get new information. According to educator John Dewey, school is the main place in the socialization process of the child, which simplifies complex

information, reduces harmful environmental effects, frees the individual from environmental limitations, and allows him to relate to a wider environment.

Educational institutions enable children to socialize and support them to acquire a social environment. As the child socializes and gets to know new people, he pays attention to his attitudes and behaviors and understands the importance of being in society and being accepted into a group. In this way, it is shaped according to the demands of the environment it has acquired. Education institutions offer a place to socialize and get a social environment. The more they socialize and meet new people, the more they care about their behaviors and sense of belongings. In this way, it is shaped according to the demands of the environment it has acquired.

According to Nazik (2005), children spend more time in educational institutions than they spend with their families, both in pre-school and later school life. Information about economic life in educational institutions can reflect positively or negatively on the consumption behavior of the child.

10.THE IMPACT OF MASS MEDIA TOOLS

Undoubtedly, the mass media can manipulate children. While children acquire social roles mostly through observation, they can learn some behaviors from mass media. (Nazik, 2005). However, especially advertisements encourage unnecessary consumption in children as well as providing information and creating awareness. Because children are in the learning process, they cannot distinguish between false and real needs (Oates, Blades, & Gunter, 2005).

Robertson, & Rossiter (1974) explain that it has been shown that preschool children, who cannot reason, are more easily manipulated by the mass media compared to children in other age groups. Since the age group is mostly affected by informative and persuasive aspects of advertisements. In the research that supports this situation, The Federal Trade Commission (USA) published a report in 1978. The report recommends that children under the age of 8 be kept away from television advertisements because they lack an understanding of the purpose of advertisements. The same report recommends as children below 12 should be banned from advertisements about food as they have not developed an understanding of the subject. In addition, European countries also demonstrate their sensitivity to the subject through various practices; The display of advertisements during children's programs is prohibited by law in Norway, Sweden, and Australia. The application is not only limited to the duration of children's programs, but it also forbids the display of advertisements for five minutes before and after the start of children's shows. The study shows, as ethics of advertisement support, that children are unconscious consumers, and they can negatively be affected once they are exposed.

11.CONSUMPTION HABITS OF PRESCHOOL CHILDREN

Many factors affect the consumption habits of preschool children. These are family, friends, and environment, but most media and media channels that increase their impact with the pandemic. The following studies show how the concept of consumption is formed and emerged in children, as well as how the media is effective in children's behavior and consumption. In the study, McNeal (1965) worked with 60 subjects between the ages of 5 and 9, at the middle socio-economic level, to find the beginning of consumption. He revealed that the concept of money was formed for the first time at the age of 5, regular pocket money and saving money began at the age of 7, and consumer behavior emerged at the age of 9. Achuff & Reiher (1997) has analyzed 370 children aged between 2-8, pointing out that children's show is the most effective factor in consumption. Ward and Wackman (1971) express children buy more food products before they are 5 years old, and as they grow the tendency decreases, and the toy purchase between the ages of 5-7 increases. Ward & Wackman (1972) found that of 82 children aged 5-8 years, 78% saw a new toy for the first time in a television commercial, and 22% received information about the toy via their friends. Additionally, families with middle-income care more about toy purchases than low-income families. Gunter & Oates (2005) conducted a study with 400 mothers with children between the ages of 2-10 and found that advertisements prepared for children were effective on the wishes of children in the purchasing decision of adults. As stated by Robertson & Rossiter (1976), advertisements affect consumers in two ways: informative and persuasive. The latter affects children more. Burr (1977) reported that children are exposed to approximately 20,000 television

commercials in a year and that three of the four commercials they watch definitely attract their attention.

In a study conducted by Arnas (2006) with mothers of 347 children aged 3-8 years in Turkey in 2004, the effects of advertisements for food products broadcast on television on the purchasing behavior of children in this age group were examined. 2.6% of children who took part in the study had no reaction when they go shopping with their parents, 13.5% pointed and commented on what they see on the television, 40.3% wanted their parents to buy what they see on the television, and 8.9% of them forced and cried to convince their parents to buy the product they see on television. It has been determined that children in the 3-6 age group are very insistent and cry about a product they see in advertisements when they go shopping.

To sum up, children are affected by televisions and persuasive on what they see in advertisements.

12. TELEVISION, CHILDREN, AND CONSUMPTION

According to the studies, a television in a Turkish household is open 1-18 hours per day. On average, people watch 4 hours every day only with 20% people watch 5 hours. Children aged between 3-6 watch 2-3 hours per day, and their parents watch television 2,5-4 hours every day.

Television is certainly indispensable for children, and even though there are many tools (like YouTube) that can replace televisions, children still watch television for hours. They mostly watch cartoons. The imaginary world in cartoons is pleasing for them and they begin to admire the characters in time. It is also satisfying for them to see the images they see constantly in their hands in tangible form, they either buy the toy or the products about it. They only realize about these products through the advertisements between cartoons, and as cartoons are various, it supports the main goal of consumption. Children can admire multiple characters and immediately divert their attention. This creates endless dissatisfaction, causing them to always want more. And from childhood, they begin to get used to this system.

As Cesur and Paker (2007) put it, television programs seem to be a factor in the socialization and communication of adults and children. After watching the programs, most of the people can share their thoughts about them with each other the next day. Likewise, TV series, cartoons, entertainment, and competition programs offer different content for the interaction of individuals.

According to Adrese Dayalı Nüfus Kayıt Sistemi (2009) data [Address-based Population Registration System], the population of Turkey is 72 561 312. Dividing into age groups there are 18 859 334 people below 14, which means approximately 25% of the population is below 14. These numbers represent that Turkey has a big capacity in the market. When we look into consumption, conscious consumers are not considered as a target, and they show no excitement in purchasing. However, as unconscious consumers easily adapt to the consumption system, they are the main target group of producers. Considering the population distribution of this group it is a great advantage that the majority of them are children.

According to the studies, there are 11 897 297 students enrolled in preschools and primary schools in Turkey. In support of the previous paragraph, marketing tactics also focus on children. Based on the most popular movies and cartoons watched, movie characters are placed in school tools and equipment used by children. And sales are made through them. As these are expensive products, they also attract the buyer. (Ministry of National Education, 2009-2010)

In a study conducted by Cesur and Paker (2007) on primary school (1-5 grades) students, children were asked to write three programs they liked the most. 90.7% of children wrote “cartoons” one of the three options. Among the first choices, the preferred rate of cartoons is 41.6%. 20.6% of the children had "TV series" in their second choice. Again, in the same study, it was observed that children's cartoon preferences decreased with increasing age, while their preferences for watching TV series increased with increasing age. From this perspective, the fact that cartoons are watched by children at a high rate not only feeds the toy industry but also allows many products that will lead children to consume, to enter the market.

Movies, series, and cartoons are the products of the culture industry, which are presented through different channels. Therefore, these products create common images. With the “common cultural codes” consumption infiltrates everywhere, even to the toys children play, eat, or wear, or their stationery products. The transformation of cartoon/TV series characters into consumption objects has caused continuous production for the market to be inevitable. The sector offers these products to its audience as popular culture (Karaman, 2014).

Karaman (2014) mentions that Barbie, Winx club, Bakugan, Action Man, Ben10, SpongeBob, Spiderman, Caillou, Transformers, Cindy, Casper, Cedric, Bugs Bunny, He-man, Pokemon, Heidi, Scooby-Doo, Ninja Turtles, Star Wars, Popeye, Ten Ten, Tweety, Zoboo, Mickey Mouse, Smurfs have become a product of consumption that intervened into children's lives and that children dream of them, and producers pay great amounts of money to get a share in the market and a competition to produce licensed products.

13.LITERATURE REVIEW AND THEORETICAL FRAMEWORK

13.1. Literature Review

In the literature review phase of the research, the theoretical structure of the study was tried to be formed by examining the direct and indirect sources. For this purpose, by examining all the sources related to my research, I tried to benefit from former studies on a scientific basis, but there is no direct study on Lol dolls. The fact that this subject has not been mentioned before has led me to studies about consumption. In this case, findings that close to me were evaluated through studies on consumption and children, and useful resources were identified and used.

Some of these studies conducted in different disciplines and their contents are briefly stated below in chronological order as follows: In the study written by Emre Araboğa in 2018 “Cartoons and consumption culture: The effects of consumption behaviors and consumption objects in cartoons on primary and secondary school children” focus on the things that cause and lead children to buy a product and their behaviors. In this context, a questionnaire was applied to 380 primary and secondary school children in Bitlis. The data obtained from the study were analyzed by frequency, T-test, and ANOVA test in the SPSS 25 packet program. The findings obtained from these tests were tabled and interpreted. The study concludes that no content affects children in cartoons and that children in cartoons have a negative interest in products that play a role in purchasing behavior. The study was written by Tuğba Akpınar in 2015 “Children's Consumption of Popular Culture in The Routing Process” analyses that children sometimes tend to shape their parents about their desires and be oppressive at some level. Additionally, it focuses on that businesses,

institutions, and brands realize the emotional sanction power of the target group of children growing up in popular culture on families, and that many companies and brands that consider children as consumers and produce products or services for children can attract the attention of children. She emphasized that he used more than one method for attracting children's attention. Advertisements with striking visuals lead the way, and other children take place in those advertisements. Children are taught their needs and expectations through advertisements, which are important tools of popular culture. The study aims to analyze the discourses used for child target groups in the advertisements of Koton Kids products by considering the mental and physical development of similar age groups. The discourses of child actors were analyzed through Van Dijk's critical discourse analysis and evaluated with the contradictions that may happen with traditional family structure. As a result of the research, when social learning and imitation processes are evaluated in the learning process of children, it can be concluded that Koton advertisements can also constitute negative examples for children. In the study written by Selcen Vodinalu in 2016 "Advertisements and its impacts on children in the context of consumerism: "An analysis of the maret yook mu? commercial" focuses on the visual and auditory power of television and children that have been exposed to numerous advertisements daily, are both incontrovertible truths. In this study, the effects of advertisements on children, the effects of consumer culture on children's interaction with them, the extent to which children are affected by the lifestyles presented in advertisements, the effects of advertisements on many issues from nutrition-behavior to the formation of value judgments were investigated. The study aims to understand advertisements on television directed to children with different perspectives and how children are affected by these advertisements. In this context, Maret's "Yook mu?" advertisement

has been selected with the purposive sampling method and analyzed with symbolic analysis. The study adopts Peirce's approach, who states the correlation between the signifier and the signified can be at three types of sign. Consequently, as it is clear from the advertisement analysis given in the study, some advertisements aim for children as the center of the consumption culture. While not saying that advertising functions as a mirror, it is clear that it should not conflict with social values. Advertising has a definable meaning, and it presents a lifestyle within the scope of its ideology. According to a different study written by Didem Ataman Yengin in 2014 "Advertorials as a medium of consumption culture and anthropomorphism (Object people or humanoids)" as technological developments create changes in what individuals watch, consumption habits, and in expectations, and that the globalizing world accelerates and facilitates accessibility, it is emphasized that the crazy things that an individual may perform to feel different cannot be ignored. As brands discovered the susceptibility for consumption, they have started to give the message that individuals can express themselves with the things they consume through advertisements, Today's advertisements people are influenced by the tools and drawn into the "emotional" and "humanitarian" world. In the study, there are analyses with the support of symbolism focusing on the symbols that "how" advertisements are made and their impact. As a result, by underlining the symbolic benefit and value that consumption provides to individuals, the way of advancing technology with new inventions and developments is also revealed. While they sometimes consider themselves as people, they sometimes consider themselves superior to people. All these details, which are underlined by advertisements, become real by combining impressive, persuasive visual and linguistic elements to ensure the continuity of consumption. In the study written by İlker Zor and Sekan Bulut in 2020 "Looking at

the Concept of Gender in Animated Films: Examples of Ice Age, Shrek, and Winx Club: The Secret of the Lost Kingdom” explains that media presentation has also had an impact on gender and considering the idea that people fit into certain patterns with their sexual identities and the perspectives of the societies they live in, and films are areas of media ecology which approve the dominant ideology within society. Besides the classic movie productions, there are messages for both children and adults in animated films. Considering that the messages in animated films recreate genders, Ice Age-I, Shrek I, and Winx Club have been analyzed qualitatively. The study displays that all movies, except for Shrek, recreate gender roles showing that males as leaders and dominant while keeping females in the background and passive. Whether animated films produce similar messages with other media products has been tried to be understood by gender analysis. The study was written by Mevlüt Çiçek in 2011 “An application on the factors affecting the customer preferences in the toy industry in Turkey” focuses on purchasing behaviors and their effects. The study includes the parents of children aged between 3-6 in preschools. Survey questions have been asked to the participants to evaluate consumers’ toy purchasing features. In the study, it was found that there were significant differences between consumers' toy purchasing characteristics and their socio-demographic characteristics as well as their intention to buy toys made in China. It has been seen that there is a correlation between consumers' intention to purchase conscious toys, the image of the country of China, the image of Chinese goods, the image of Chinese-made toys, and the perceived quality of Chinese-made toys, and their intention to purchase Chinese-made toys. In the study written by Fulya Sormaz and Hülya Yüksel in 2012 “Transforming Childhood, Industrialization of Play and Toys and Consumer Culture” the concept of childhood and the changes in the concept with a sociological perspective, the image of

being a child, and the changes in play culture and social changes are studied. The type of childhood that exists as a result of globalization and consumption culture and play culture has been mentioned. Thus, the image of childhood can be considered as “a social construct” that can be affected by industrialization, technological developments, capitalism, consumer culture, and globalization with childhood images, plays, and toys. In addition, it was concluded that the change in the image of childhood parallels the change in the play culture. In the study that was written by Hasret Aktaş, Mehmet Nejat Özüpek, and Hüseyin Altunbaş in 2011 “The Brand Preference and Media Consuming Behavior of Children” aims to understand the relationship between media consumption habits and brand preferences. The starting point of the study is to classify children into different age groups to figure out brand-child communication. Thus, the research takes place with 232 children living in the 4th biggest city of Turkey, Konya. As a result, it was concluded that the communication tools that children love are mostly open to their messages and affect their brand preferences. A study that was written by Yeliz Kuşay and Zuhale Akbayır “The Journey to Consumption by Digital Games: A Research on Child Consumers in terms of Learning Approach” evaluates the impacts of digital consumption messages were evaluated by considering the consumption orientation of child actors through digital games, their learning approaches. The study was conducted with a focus group research method. The study displays that classical, operant, habit-based learning models and behavioral, affective, and cognitive learning approaches have effects on child users through digital games. The difference between those who play fewer digital games and people who play more strengthens the idea that learning models are more effective on child users.

In the study written by Servet Sakat and İlkay Karaduman in 2018 “An application on the factors affecting the customer preferences in the toy industry in Turkey” determines being educational, entertaining, quality, and being healthy as the main features of toys, and the relationship of each of these features with the demographic characteristics of the toy customers was investigated as the reason for preference. In this research, in which the quantitative method was used, data were collected with a questionnaire applied to determine the ideas and decisions of the consumers residing in Istanbul, who have the potential to buy toys, against the intangible and tangible features of the toys, against the toy offered for purchase. For this purpose, the connection and possible changes between various factors that determine toy purchasing preferences and consumer behaviors are also examined. The applied questionnaire was limited to 100 people and the quota sampling method was used in the applied questionnaire. As a result, it is seen that the most important factor determining consumer behavior in toy selection is quality, in this context, price and brand are the determinants, the second factor is educational, the third factor is health, and the fourth factor is entertaining. In this context, entertainment, which is the basic element of the toy for consumers, is the least important for consumers, and quality and health are more important in current conditions. The study written by Arzu Özyürek and Şeyma Erzurumluoğlu in 2016 "Examination of Individuals' Toy Purchase Behaviors from the Perspective of Toy Sellers" focuses on individuals' toy purchasing from the perspective of toy sellers. In the descriptive study, the study group included 25 sales representatives: 7 women and 18 men. The data obtained by the semi-structured interview technique were categorized by content analysis and presented as themes. As a result, it has been determined that the toy buyers are mostly mothers and the toys bought are mostly for educational purposes, as well as the

demand of the children for the toys. It has been noted that the most influential factor in the purchase of toys is the media, mostly televisions, while buyers are influenced by the guidance of the sellers. Especially in recent years, it has been determined that more attention is paid to the safety and health of the toy, and buyers determine the variety of toys in the stores. In the study written by Kazım Öztürk and Özge Uğurlu in 2010 “The Role of The Toys as a Tool of Transforming Culture and Communication in Children World,” toys are evaluated as a cultural transmission in Sunay Akin’s books. Culture emerges as a concept that needs to be addressed with different dimensions. In this study, the toy, which is accepted as a communication element specific to childhood, in transferring culture from generation to generation, is discussed. It is seen that similar studies on the field are not common, and there is an important gap on this subject. For this reason, it is considered important to reveal that the toy has an important effect on both the socialization of the individual and the internalization of certain cultural codes, through “the presentation of the toy in Sunay Akin books.” The study aims to reveal the role and importance of the toy in the transfer of culture from generation to generation. The study, it is aimed to reveal the role and importance of the toy in the process of cultural acquisition and socialization of the individual. The toy has been accepted as a communication tool specific to childhood, so the effect of communication on the socialization of the individual has been tried to be emphasized. The main argument of the study is evaluated through the books of Sunay Akin, which emphasize the importance of the toy in the socialization of the individual. As a result of the study, it has been seen that the toy has an important place in the individual's internalization of the cultural codes of the society Sunay Akin lives in. In the study written by Ayşe Şahin and Tanla Hatungil in 2008 “The Analysis of Factors Affecting Consumption Habits of Preschool Children’s

Emergence of Consumer Identity,” the factors affecting the consumption habits of children who gain consumer identity in the pre-primary period are examined. For this purpose, in the first part of the study, the effects of family, friend groups, educational institutions and teachers, and mass media on pre-primary children, which constitute the factors affecting the consumption habits of children in the process of becoming consumers, are examined. The second part of the study includes a chronological literature review about studies that include the consumption habits of preschool children. The third part of the study includes the research that has been made people living in Mersin’s center provinces, belonging to the middle- and higher-income group, and having children who are in preschool education institutes. 412 children’s parents took place in the study. The most important factor affecting the food and toy consumption habits of children aged 3-6 living in Mersin is television. It has been determined that the most important factor affecting the shopping of clothing is the group of friends, the most important factor affecting the shopping of books and electronic goods is their parents. The study conducted by F. Yaşar Ekici in 2016 “Assessment of the Effects of Cartoons on Children in the Context of Child Development, Violence And Aggression, Consumption Habits and Cultural Transfer” aims to evaluate the impacts of cartoons on children as part of child development, violence and aggression, consumption habits and cultural transfer. In the research, the document analysis method as one of the qualitative research methods was used. For the research, the literature review was made by reaching the sources and data related to the subject. Books, theses, articles, and reports related to the research were examined and the data obtained were systematically integrated.

In the study written by Nihan Akça in 2019 “The Impact of Television Advertisements on Children: A Study on Food Advertisements” the impact of

television broadcasts, which is accepted as the most effective communication tool on society and especially on children, and the impacts of advertisements on children to sell products or services to the consumer in certain periods are examined. Within the scope of scanning the literature on the main problematics of the research and enriching the content, many sources have been examined throughout the study. The survey created from the data from the resources, and the survey drafts taken from various sources related to the subject of the research were examined and the data collection tool of this research was created. The sample determined within the scope of the research was selected by considering the child and adult population in the European side of Istanbul, and the data were collected with a field study focused on the subject. The research was carried out descriptively with 200 parents in the European side of Istanbul to determine the effect of television advertisements on children. The data obtained were analyzed and presented in the findings and results of the study. The results obtained in the study reveal that children are affected by food advertisements. The vast majority of parents stated that they think that advertisements harm children. The study was written by Seher Ersoy in 2009 “An Investigation of the Effects of Visual Aspects of Television Advertisements on Children Consumers” focuses on the fact that advertisements direct children and teenagers to unhealthy consumption with exaggerated products, instead of informing them. Thus, advertisements increase the demands of children and make them unconscious consumers. The level of children's exposure to television advertisements and their parents' reactions were examined on 1054 students in the 9-14 age group who continue their education in primary schools in the city center of Konya. It has been determined that among the visual elements of the advertisements, the younger students give more importance to the brands, and the ones with a high television

viewing rate to the actors in the advertisement. On the other hand, it was determined that those with a high socioeconomic level attach more importance to the product being promoted, those with a low socioeconomic level to the color of the product, and female students to the color and decoration of the product. 41.8% of the students did not find the advertisements convincing, and although their parents mostly (85.3%) criticized the advertisements, they generally (91.5%) wanted to buy the product they watched the advertisement.

14. APPROPRIATION AND LOL SURPRISE! DOLLS

To increase the reliability of my thesis work, the theories that frame the "Appropriation" theory will be emphasized: Bandwagon Effect (Herd Mentality (1845), Sigmund Freud – Psyche (1930), Jacques Lacan- The Mirror Stage (1936), Theodor Adorno & Max Horkheimer – Mass Society and the Culture Industry (1940), Cognitive Dissonance Theory (1956), Pierre Bourdieu – Habitus (1964), Herbert Marcuse – False Needs (1968), Elisabeth Noelle Neumann – Fear of Isolation (1974), Ball-Rokeach & DeFleur – Media Dependency Theory (1976), Jean Baudrillard – Postmodernism (1978), Jean Piaget – Cognitive Development Stages Theory (1896-1980), Post-Fordism (1980), Orienting the Society to Consumption “Panopticon” – M. Foucault (1992), Deborah Lupton – Appropriation Theory.

Herd Mentality is one of the extensions of the “Social Proof” theory. In political or economic events, it is used to reveal the expression of belief, attitude, trend, or enthusiasm. “Herd Mentality” (Bandwagon Effect) was first coined by a Noth American actor Dan Rice in 1845. During his presidential campaign that year, Rice used the phrase "join the herd" to mean "come where everybody else is" he helped Zachary Taylor to become the president. Although the Bandwagon Effect

(Herd Psychology) seems to be a kind of propaganda model or description. It carries the definition that people do something just because others do it. The imposition of models of people's beliefs and behaviors on a group defines herd psychology.

Although the term "Bandwagon Effect" is closely related to politics, it also has widespread effects on consumer behavior (Durmaz, 2018). Children in a certain age range use Lol Surprise! Dolls. Indeed, we can call it a product of popular culture as toys have been the subject of advertisements and are in the language of children in the age range who use the toy. The widespread consumption of the toy even though it does not have an instructive function may also be an indicator of unconscious consumption.

The 'self' has an important place in consumption habits. We can find answers to why Lol Surprise! The doll is so popular by looking at Sigmund Freud's definitions of ego, id, and superego. Because it is our motivation to buy something is usually our desires and social obligations. We consume the most popular ones because we struggle to exist in society, to be accepted, to take part in a group. We need to consume. It feels like we will be complete once we acquire the product. Sigmund Freud reveals that to have a strong sense of self (or ego), the id and superego must be in harmony.

In other words, it states that desire and social obligations must overlap. Sigmund Freud argues that if a person has a strong sense of self, namely the ego, he understands his own needs and realizes the limits of society. If the person has this perception, he emphasizes that he can act freely throughout his life, that he will not have a problem in recognizing his inner pressure, that he can realize himself by being full of satisfaction. According to Freud, the id; always needs something and is never satisfied. The id is anxious, restless, and does not understand the past or the future.

The superego, on the other hand, restrains us, holds us back, controls our behavior, and crushes our dreams. The superego is a social and cultural entity that shapes us and suppresses the id. Ego is the sense of self is in the middle of it all. The part that balances our needs and obligations to conform to stereotypes in society. The part where we do not do it just because other people want it, and we listen to our own will, wishes, and desires (Aklınızı Keşfedin, 2019).

According to Lacan, a 6–18-month-old baby becomes aware of himself for the first time in the mirror stage and the reflection he sees in front of him reminds him that he is an autonomous being. For the first time, the baby thinks of itself as a separate individual from its mother. In this way, the concepts of ideal-ego and “me” are settled. Lacan's analysis of the 'me' or 'conscious self' formation phases reveals that the individual's structuring process continues (Bowie, 2007). The Mirror theory may be effective in the sub-reason why children prefer Lol Surprise! Dolls. By purchasing and using these products, children may see what they want to be or what they want to become and may be enjoying it. Or they may see themselves in the image of Lol Dolls. For this reason, the theory can support why Lol Surprise! Dolls are preferred.

In the consumer society, it is seen that all products offered to the market are created with the aim of selling, and therefore these products are rapidly consumed by creating masses. As we look at Lol Surprise! Doll users today, we see that they consume the products in mass. Once we examine the product, we see that it does not contribute to the development of children. The fact that popular culture and media present these products to children through advertisements influences children and causes them to display purchasing behavior, and this consumption has become acceptable among children. It seems that acquiring that product is a necessity of the

age for children. They feel as if they must have the product. Is the culture industry the main reason they show this behavior? I examine it from the perspective of Theodor Adorno and Max Horkheimer.

Adorno and Horkheimer argue that culture creates products that should be consumed, and therefore there are management and control functions for the consumption of these products. Science and technology are elaborated and criticized under the headings of 'culture industry' and 'enlightenment as mass deception'. The statement, "Technology and technological consciousness itself has produced a new phenomenon in the form of a shapeless and uprooted 'mass culture' that mutes and fails critique" Adorno argues that with globalization, the borders between countries will no longer exist, and the interaction between societies in social, political, economic, and cultural fields will cause the culture to become a commodity that can be bought and sold and to lose its 'essential' function. According to Adorno, cultural products serve the false needs of people rather than meeting their real needs, that is, they are produced for consumption (Adorno T. W., 2005, p. 16).

Families, who know that Lol Surprise! Dolls are not functionally useful, do not hesitate to buy this toy for their children, even if they strain their budget. Even if there is only one, every child gets this toy, and it satisfies his curiosity in some way. Although families do not want to buy this baby, which strains their budget, they show buying behavior with the thought of keeping their child happy and not missing out on anything from their friends. These behaviors not only show a cognitive dissonance but also cause them to experience conflict. Likewise, if a child who demands this toy is not as excited as before or does not play with the toy after the first day of purchase, the same situation is again in Leon Festinger's Cognitive Contradiction Theory, inconsistency, dissonance, and conflict. can support the concepts. Leon Festinger's

cognitive dissonance theory became the focus of social psychology in the 1960s. In the basic sense, it is a state of psychological discomfort that occurs when an individual has more than one cognition (pieces of information). In this case, it can also be defined as the individual's confrontation with the difference/incompatibility between his original thought and the behavior he has transformed into action. This incompatibility often causes discomfort to the individual and seeks ways to prevent this discomfort. Festinger uses the concept of consonance, which it considers objective for consistency, and the expression dissonance, which it thinks has less logical, emotional connotation for inconsistency. For example, we can think of questions such as which event causes what, which is right or ethical. According to Festinger, the relations of harmony and disharmony center around "information". That is, if we know something is right when we do something wrong, we compare it to what is right. This creates couples in the individual's thoughts. As a result, what the person knows is that reality will put pressure on the individual to adapt their behavior or thoughts. In other words, if the cognitive elements do not match, this means that the pressure must exist. The term conflict comes from this point. Conflict usually occurs when the person has to choose between two things that are most likely to happen, and the person conflicts with himself until he decides (Festinger, 1962, p. 97).

Habitus is a term coined by French sociologist Pierre Bourdieu. *“The concept of the habitus of Latin origin refers to the sum of the social learning and internalization processes in the social environment or areas where the social development of people takes place, and the features that permeate them without being aware of it.”* Bourdieu presents the rational existence of "structuring structures" as a discovery by revealing that behaviors and actions are acquired in this way (Naulin &

Jourdain, 2016, p. 41). I think that children hear about Lol Surprise! Dolls so easily and spread them among themselves because of the environment they live in and the friends they make. The fact that babies are generally bought by families with good economic status and the toy is known by the children of families with good economic status is related to the concept of habitus. To support this view, I believe that the theory will enrich my content.

Considering the toys that are given to children, it becomes clear that they are not necessities, but the perception is so internalized that unless they get the product, they neither socialize nor include in the social circles. Thus, they think they must buy the product to join groups of friends, find common ground with their friends and maintain communication. Lol Surprise! Dolls offer a false need and children who own the doll feels as if they can be famous one day, which reminds the Lol Doll unboxing videos and encouraging children to buy this product in some way.

Adorno and Horkheimer put forward the concepts of totalitarianism, technology, science, and instrumental reason as a critique of enlightenment. The "instrumental mind" claims to reify everything it includes by identifying it. According to this, with the magic of technology, people are unconsciously controlled and placed in a certain pattern. Therefore, instead of fighting back, people just let it "fall like dominoes" and got instrumented. Thus, it becomes normal for everybody to look similar and have standard opinions on consumption. Another view similar to that of Adorno and Horkheimer belongs to Herbert Marcuse. According to the thinker, consumption culture creates "false and wrong needs" and arouses the desire to buy in society. *"People submit to the established order of the economic system with the fake happiness created by false needs."* In *One Dimensional Man*, Marcuse states that the culture of consumption emphasizes individuality. And he explains that individuals

cannot decide what their real needs are, they can become free by following their happiness and pleasures, but they still cannot break away from the flow of the capitalist system and will have to turn to false needs.

Children who use Lol Surprise! Dolls may not be enthusiastic when they purchase the product. Even though they are aware of the dysfunctional nature of the toy they may have asked for it as their friends use it. It is possible that the parents of children using Lol Surprise! Doll may have bought the product, beyond the benefit or harm of the toy, not to have their children miss out on this product and would not embarrass their friends. It is also possible that even though the parents know that the toy is dysfunctional they kept quiet as some people like and praise it. One of the underlying reasons before, during, and after the purchase of the toy may be the fear of social loneliness. For this reason, Elisabeth Noelle-Neumann's "Spiral of Silence" sheds light on this issue. The "Spiral of Silence", simply social fear of being alone, is a mass communication theory of Elisabeth Noelle-Neuman. The "Spiral of Silence" bases on four elements: People/groups who are aware that they will always be in the minority by not making compromises, people/groups believe that they have nothing to lose, and they will always stay in the background, people/groups in which the dominant 'general view', i.e. 'Social Perception', is formed by the influence of the media, and finally, people who hide their ideas for fear of being excluded from society and are hesitant to explain. The most basic feature of the "Spiral of Silence" is the fear of being excluded. It is the result of the effort and effort of individuals to "adapt to the environment". This can be called "being close to the public opinion" (Yazar, 2020).

The study is analyzed by Ball-Rokeach and DeFleur considering the Usages and Gratifications approach in 1976. Accordingly, it has been concluded that the most

important tool of the approach is the media, and the theory of Media Dependency Theory was born out of this idea. It has been observed that communication is affected because of media dependency that media reshapes the attitudes, emotions, and behaviors of individuals. At this point, addiction exhibits a socio-psychological structure rather than an economic and sociological one (Ball-Rokeach & DeFleur, 1976, p. 8). “From a socio-psychological point of view, addiction is defined as “physiological and psychological dependence on a drug for the fulfillment of functions” (Statt, 1998).

“Dysfunction occurs when the drug or drug amount is reduced or withdrawn in addiction” (Alemdar & Erdoğan, 2005, p. 208). Just as this, once an individual gets away from media, the individual leaves behind the topics affecting their social interactions. So, to speak, he is becoming a stranger to the subject in the group of friends. People sometimes need the media when they experience contradictions in their position to resolve the conflict he is in, he turns to the tools that he can get clear information through media. Watson and Hill cite election time as an example. People follow the politician they choose through the media, read the comments about him, listen to his rallies, and make decisions. There is no need for social relations for this. The media also provides him with information (Watson & Hill, 2012, p. 76). While explaining the dependency model, Rubin and Windahl (1986) attribute it to the change in social conditions. As the social conditions change, societies increasingly need media and communication tools within the complex structure. This increases the effect of tools on individuals in parallel (Rubin & Windahl, 1986). We can say that children who buy Lol Surprise! Dolls follow these toys more from the media, which mostly depends on children’s channels and cartoons. Having seen unboxing videos in advertisements on YouTube leads a child to recognize the toy. Even encountering that

for once causes them to watch all related videos. This causes children to become more dependent on the media, and they need to consume the information they get from the media.

According to Baudrillard, societies lost their reality and started to live just for show. In this case, it lowers the energy of the society, takes away its originality, and anonymizes it by destroying its historical character. Baudrillard states that “It is now the mass. They are the masses” “They want spectacle rather than meaning. No effort has been convincing enough to convince them of the seriousness of the contents of the code. It is tried to give a message to people who want indicators. However, they worship all content, provided that there is a spectacle in it. What they deny is the dialectic of meaning,” referring to the conspicuous consumption and the vanity society. With mass consumption, everything loses “the discovery of the other, the origin of invention” (orgy of difference), imitation and hyperreality occur, and this is related to post-modernism (Baudrillard, 1996).

As consumption is everywhere with postmodernism, it has created masses that internalized consuming and purchasing. Beyond that, consumers have accustomed themselves to conspicuous consumption. As they feel different about themselves conspicuous consumption has increased. For this reason, I focused on the theory to criticize this perception and to reveal why people buy Lol Surprise! Dolls.

As Lol Surprise! Dolls have various models and having different features for each makes them attractive. The fact that children want to have it every time a new doll comes out causes children to categorize the objects they own or are passionate about, as Piaget said:.. They do this mostly to distinguish objects from each other. This creates the need to include a new one in them when they categorize the objects

they distinguish. In a way, this is because of the need for collecting. According to Piaget's theory of cognitive development, children are in the concrete operational age range between the ages of 7 and 11. Children in the concrete operational stage think and act logically. Children between the ages of 2-7, who are too early for this period, have more symbolic and intuitive features. According to Piaget, classification (hierarchical) skills also develop in children in the concrete operational stage. Accordingly, children are capable of collecting objects and sorting them according to their colors or properties (Hendrick & Weissman, 2006).

Post-Fordism is a part of Fordism, but the biggest difference between them is that the tools they use do not have a single purpose. It is the case of expanding the product range according to the incoming demands. Post-Fordism brings with it the phenomenon of excessive consumption due to the change in the production model. Because it offers fast, cheap, and differentiated products to the consumer society. In particular, it offers products that people identify with the culture and adapt to the market (Jameson, 1990). *"The machines used in the post-Fordist production model are no longer single-purpose, they are general-purpose, programmable, and equipped with automation technologies. In this way, it is aimed to minimize the adjustment and waiting time in the transition from the production of one good to the production of another good by using the same production tools"* (Konyar, 2000, p. 21).

The French thinker Michel Foucault, in his book *The Birth of the Prison*, bases on the prison model designed by Jeremy Bentham, examining the means of surveillance and surveillance in modern societies, introduced the concept of the "panopticon" system. The design is simply a tower that was placed in the middle of a circular inspection house. The guards would watch the prisoners from this tower all the time. The prisoners would also pay attention to their behaviors, in case that

somebody watches. In time, the prisoners who adopted and internalized the tower were careful to maintain the same behavior even if there were no guards there. Foucault, who was inspired by this system, states that the basis of his understanding of power is self-control. By affirming the power here, he presented it as a structure/power that controls the individual and ensures order, not as a method by which he establishes this system as pressure. Because this is essential for the individual to become a part of the system. "Only when society is under control in this way, production reaches its highest level" (Foucault, 1992). We also see the concept of self-control in consumption. As an example, we can list shopping malls, media, supermarkets, virtual environments created for consumers, and social media. In social media, consumers voluntarily let themselves watched, and in time they get trapped in the system. On all platforms they enter, the ones they click, like, and follow will appear and reappear. Therefore, they have to consume and buy, what they see or are exposed to. In their ways, children also use this system, and the more they are exposed to the doll the more they have an urge to own it. It is possible to suggest that they are also in the "panopticon" and are guided by a watcher.

Lupton (1998) says that people's interactions with objects and the environment are established through social processes and focuses on how commodities/objects are made themselves in consumer societies. Lupton reveals that the meanings attributed to objects occur at the conscious and unconscious level and states that all these meanings are shaped around personal memories, experiences, culture, and fantasies. Lupton (1998) says that people's interactions with commodities and the environment are established through social processes and focuses on how commodities/objects appropriate in consumer societies. Lupton reveals that the meanings attributed to objects occur at the conscious and unconscious level and states that all these meanings

are shaped around personal memories, experiences, culture, and fantasies. Dittmar (1992) sees objects as "material symbols of identity". As Rose (1990) states the objects we use also tell and express us in some way, we can say that the products we use contain messages and inform others about what kind of person we are. Colorful clothes may symbolize our colorful personality, and plainclothes may symbolize our grace. According to Haug (1986), "The use-value of the commodity is more related to its aesthetic structure. What attracts people in commodities is sensory understanding and sensory interest." Sometimes an item is valuable simply because we used it somewhere or was given as a gift by someone else. This is the reason why they say "that object has a memory." According to Gabriel and Lang (1995), the purchase of objects occurs on an unconscious level. Most of the time we are just attracted to the object, which proves that we psychologically choose the product. Campbell (1995) argues that consumption, in general, derives from pleasure rather than from basic needs, which means people consume and experience because they give pleasure. The pleasure here is again related to the emotional bond established with the object. The fact that the acquired object is very rare in the world, being a collection, being a brand, being a luxury, many other factors are effective in giving people pleasure. According to Falk (1997) as soon as people acquire an object, they lose their initial impact and appeal. Therefore, consumers give meaning to objects by personalizing them. Miller (1998) states that before a consumer buys a product, they are estranged from that. But once they acquire it, they include it through personalization. Thus, the alienation process is completed, and it gives individual importance in terms of subjectivity. According to Nippert-End (1996), the reason why we personalize objects is that there is a sense of accomplishment or satisfaction. Objects are tools to prove that we live memories, that we exist at the moment. For this reason, we cannot break

away from objects and we always take them for granted. Additionally, she expresses that objects gain meaning again through usage. She considers objects as an extension of the person and likens them to a "magnet", like our clothes, our photos, our identities. Driscoll (1995) states that the objects used to get an autobiographical feature, with the odor characteristics that permeate them, clothes and fabrics leaving the stamp of a person with their wear and tear, taking the shapes of the same owner with years of use. Appadurai (1986), on the other hand, states that objects become subjective in people if it is not for others. He gives antiques as an example. He emphasizes that personalization begins with the process of purchasing the object by the person, that the person ascribes meanings to the object, associates it with himself, and makes it important in his life. While the commodity is an object of commerce, it becomes individualized and becomes an object of ownership with this process of making sense of the person.

Lupton states that people inevitably transform them through their attempts to personify and use material tools and put them into their routines and states that estranged objects are personalized and gain subjectivity through this process. The goods, which started life as a commercial commodity, are personalized and put into daily use by the owner who wants to establish a long-term relationship with her after being bought or given as a gift. "Owning is applied to objects such as clothes and furniture, where bodily interaction is established every day, these objects are valued not by money but by gaining personal meaning, therefore they tend to be loaded with emotion" (Lupton, 1998, p. 212). It is seen that children using Lol Surprise Dolls personalize and own the dolls they buy from the moment they buy them. For this reason, I think that the theory will shed light on this approach.

15.FIELDWORK AND METHODOLOGY

15.1. Research Methods

I observed the sources of problems of consumer culture caused by appropriation, the areas they affected, and the self-display of my study. Starting from the reality of the concept of incorporation, I started the term, which forms the basis of my work, by guiding the questions of what and why. The nature of the topic led me to adopt a research method that is more about objective, focused on measurable behaviors and attitudes. I also took place in data gatherings during my study and undertook duties. For this reason, I conducted in-depth interviews and focus group work.

In addition, another feature of the qualitative research method, which would be the most suitable study method for me. The fact that the researcher plays a role as a participant, has rich content and rich potential in terms of research, will provide the satisfaction of discovery at every point where it is interviewed one-on-one with the participants who have accepted the phenomenon and the participant addressees who are directly affected by the phenomenon. “Exploratory research is very useful and useful in illuminating the little-studied subjects” (Karataş, 2015, p. 64).

15.2. Participants

15.2.1. Information about Participants

Table 3: Participants include girls aged between 5-13 and their parents

NU	TITLE	NAME-SURNAME	AGE	EDUCATION
1	CHILD	(Red)	7	PRIMARY SCHOOL
2	PARENT	(Red's Mother)	44	
3	CHILD	(Blue)	9	PRIMARY SCHOOL
4	PARENT	(Blue's Mother)	41	
5	CHILD	(Green)	6	PRE SCHOOL
6	PARENT	(Green's Mother)	37	
7	CHILD	(Orange)	5	DOES NOT ATTEND SCHOOL
8	PARENT	(Orange's Mother)	35	
9	CHILD	(Yellow)	9	PRIMARY SCHOOL
10	PARENT	(Yellow's Mother)	43	
11	CHILD	(Purple)	11	PRIMARY SCHOOL
12	PARENT	(Purple's Mother)	41	
13	CHILD	(Pink)	7	PRIMARY SCHOOL
14	PARENT	(Pink's Mother)	34	
15	CHILD	(Maroon)	10	PRIMARY SCHOOL
16	PARENT	(Maroon's Mother)	36	
17	CHILD	(Black)	13	SECONDARY SCHOOL
18	PARENT	(Black's Mother)	35	
19	CHILD	(White)	5	DOES NOT ATTEND SCHOOL
20	PARENT	(White's Mother)	37	

15.2.2. Selection of the Participants

It consists of the people around my relatives, the employees at my workplace, and their children.

15.3. Research Design

I started my study by informing the people that are close to me. I told them my area of interest, and some of them knew people who use Lol Surprise! dolls. I organized interviews with the parents purchasing and using the Lol dolls through them. I prepared my semi-structured questions to be directed to children and their parents. In the company I work for, 12 people are using Lol Surprise! dolls. I managed to identify these people in the company I work for as I shared my research with them in advance. On the other hand, I reached some of my participants through some of them saying "...’s daughter also uses that doll. If you want, you can contact him/her." This is called snowball sampling and purposeful sampling. At this stage, I can say that I benefited from the power of communication. The other eight people consist of acquaintances of my relatives.

15.4. Research Challenges

I did some short interviews with both children and their parents. I told them about my research topic and my purpose then I informed them what kind of questions I planned to ask. For kids to understand me, I told them that this is homework given by my teacher. As it was something necessary to me, they did not question it. But when it came to the parents, they were a little biased to me and my topic. Especially when I said: if your children see me, they may feel shy, they feel better if you stay next to them, they may explain themselves better, I felt it. But nothing changed. They told their children is different from the others and they can easily express themselves alone. Some parents tried to show their children more intelligent than they are. Another mother argued that her child is not very insistent on buying toys, that they are

a consumption-conscious family, and that they do not spend unnecessarily though I already told them it was not my intention. she kept on speaking to justify herself and her family. For this reason, I had some difficulty explaining that my intention was not bad, and I would not criticize them, and frankly, I felt bad about their prejudices. I encountered similar issues while asking my questions during the in-depth interview. Some mothers emphasized that they do not buy everything their children want as if they want to prove that they are good mothers. On the other hand, some of them their children are interested in more effective, creative, and teaching stuff instead of spending time in this toy. There were many inconsistencies in their stories because even though they told otherwise, they had already bought the toy. They only told me when I would not share their names. They felt more comfortable and just told me. Even though they were mad about toys, they said:: that they bought the children because they wanted them and so that they would not be missing from their friends. In my interviews with the children, while it was easy to get one-to-one answers in some of them, I had a hard time getting these answers in others. And I was pretty afraid that I would guide or force them to get on the answers I could not get. I did not mean to scare them no matter what. Some were very shy, and it was difficult to get them opened to me. To make them feel comfortable, I first asked them questions about themselves. Once I learned her age, which school she attended, what grade she was in, whether she liked toys or not, I moved on to questions about the Lol Surprise! doll. Some of the children considered me as friends, while some of them considered me as a sister. The latter was shyer than the former and more respectful. I figured it out through their body gestures, and they would mostly choose their words and think about it more. Some of the participants would talk about a memory that they thought was relevant in their mind at that moment, but it had nothing to do with the question.

For this reason, after I listened to the participant I moved on with the next questions and I would ask the question until they get the question. In the end, they would always respond, and my biggest advantage that children were positive and cheerful. They were not capricious or spoiled. Almost all of them were able to express themselves and what they wanted well. They were open to communication.

15.5. Research Ethics

I informed all the participants, that took part, about the topic and content of the study., I informed all participants about the subject and content of the research. I received written consent from them to voluntarily participate in the in-depth interview.

16.FINDINGS

16.1. Findings

16.1.1. Recognition of Lol Surprise! Dolls

When I asked the question “Where did you learn about LOL Surprise! Doll?” to the children, they would repetitively answer that the toy was discovered mostly through advertisements and YouTube channels. Red (7 years old): While expressing that she saw it on YouTube, she took his tablet and started to show the videos. While we were watching Lol Doll videos together, we saw that the advertisements about the doll came up. She immediately turned to me with excitement and said::, "Look, do you see?" she said:: Blue (9 years old): she said:: she saw it in commercials. I asked him if she saw it from the commercials on TV or the videos, he watched on her YouTube channel. She also said:: that while she was watching TV, the advertisement suddenly came up. Green (6 years old): she saw the Lol Doll in the cartoon; she even shared that the baby has the feature of changing color in the water, that the baby's hair changes when it comes into contact with water, and this excited him. Orange (5 years old): she said: that she watched television a lot, laughing and a little hesitantly, and then she discovered the baby through advertisements. Yellow (9 years old): said: he knew and loved this baby from commercials and friends. Purple (11 years old): she said: that she first saw the Lol doll with her close friends Aleyna and Derin, which she liked very much. After seeing it on YouTube and the Internet several times, she bought the doll. Pink (7 years old): she stated that she learned about the doll from the commercials on TV and that her colorful hair is incredibly beautiful. She even described the doll's hair over his hair while talking about the doll's colorful hair.

Pulling both her hair forward, she explained with a smile and excitement that the baby is blonde, and her head was huge. Maroon (10 years old) said: that she saw the doll in the advertisements on cartoon channels and that she was interested in its size, hair, and features. Black (13 years): She said: she bought the baby when she was 9-10 years old and discovered the babies via YouTube. Although She expresses that she has no enthusiasm for the dolls currently, she mentioned that she used to have a great interest in them. Since White (5 years old) is young, it was not easy to get long answers and get her to talk. She was a little shy too. I had to ask the same question several times. Finally, the answer was on "YouTube". The doll's appearance on televisions and YouTube channels repeatedly remind Theodor Adorno and Max Horkheimer's mass culture and the culture industry, "Panopticon" offered by Foucault and Baudrillard's postmodern media theory. Accordingly, Adorno and Horkheimer mention that culture has become an industry that there are some products to be consumed, and for them to be consumed there must be authority and control. The idea that globalization eliminates the borders between all countries and creates cohesion between societies in social, political, economic, and cultural fields leads culture to become a commodity and lose its main function. According to Adorno, the products offered by the culture industry to the society are not art products that are converted into commodities, but products that are already designed to be marketed as commodities from the first time. For instance, the producer of Lol Surprise! Dolls know through which channels to reach children. Considering how much time children spend on YouTube and television children's answers prove the brand's advertisement and media strategies. Evaluating the answers I got, except two answers, most children have seen the Lol Surprise! dolls via media tools. It proves that their purpose is all about sales, and they have masses to consume them quickly. According to M.

Foucault's "Panopticon" theory, surveillance and surveillance tools are used as the basic instrument to manage people in modern institutions. Nowadays, media is one of the codes in the separation of powers. Accordingly, consumption reaches consumers mainly through media channels. Considering that the children were addressed by Lol Surprise! Dolls watch the most cartoon channels in terms of age range, they may have been exposed to these advertisements in a system, and the feeling of purchasing and curiosity may have arisen in the children. Baudrillard's postmodern theory, on the other hand, suggests that viewers respond to the "inner codes" and "self-referential" structure, not the relationship with "meanings" and "outer world". According to Baudrillard, media carries meanings and counter-meanings, manipulates from all directions at once and nothing can control this process. Media is the tool for the simulation of the nature of the system and for the simulation that destroys the system. These tools reproduce images, signs, and codes that form an autonomous post-real world and play an essential role in daily life.

16.2. Consuming Lol Dolls for Excitement and Happiness

When I asked the participants (children) **"How do you feel about owning a Lol Surprise! doll?"** I got answers that they are excited and happy about it. Red (7 years old) says *'I am incredibly happy with a big smile on her face.* Mavi (9 years old) says *'It is a nice feeling'* and *'no matter which doll comes, I get excited.'* Green (6 years old) leans behind, looks at her mother, and says *'Nice.'* Orange (5 years old) says *'I already have a Lol doll. I get happy.'* As she walks around the room. Her excitement reflected on her movements. Yellow (9 years old) *'I get excited. I do not have a Lol Doll for now, but I draw its pictures, make their dresses, and add their brand to them. I draw pictures through the Internet. I can show one of them, the one*

with the sleepers.’ As she was talking about Lol dolls, I was looking at her drawings. In her pictures, she could dress the dolls in different clothes. Her mother has never bought Lol dolls. Even though she has not had the doll yet, her excitement towards it was unbelievable. Purple (11 years) says he felt lucky. When I asked why she felt lucky, she says that not everyone had this doll, and she was happy with her friend's interest in this baby. Pink (7 years old) says *‘It feels good.’* When I asked why it feels good, she goes on saying *‘I am happy because I have a Lol Surprise!’* But I think she did not know the real answer to that question. Thus, she shrugged her shoulders as she spoke. Maroon (10 years old) *‘I feel happy, I enjoy owning that.’* As she spoke, her body language and self-expression reflected having the toy with him gave her a privilege. Black(13 years old) says *‘It makes me feel happy, excited...and fun. When I play with my friends, it is fun.’* The reason may be that it gives happiness as it provides socialization rather than the toy itself. White (5 years old) expresses herself as *‘I get happy.’* From the answers given by the children, it becomes clear that how much the toy appeals to their desires. What they feel is both a sense of satisfaction and self-actualization, which reminds Sigmund Freud’s “Psyche” concept. What leads us to buy something is usually our desires and social obligations. We consume the most popular ones because we struggle to exist in society, to be accepted, to take part in a group. We feel like consuming and we feel as if once we have the product, we will be complete. In particular, the expression 'feels lucky' evokes the feeling of being privileged from others, of being in a different position. Herbert Marcuse’s false needs theory also supports these answers. He considers in modern society, the consumption culture as “false and faulty needs” causing the desire to purchase. People submit to the established order of the economic system with the false happiness created by false needs. The main reason why children buy toys is happiness, that they feel happy.

Even though they do not need the toy, but still buying it makes them feel good. It may also a necessity for them to feel good.

16.3. Flamboyant Lol Dolls

When I asked the participants (children) **“What attracts you the most in a Lol Surprise! Doll?”**, I got answers about several features of the doll. It felt as if they are more interested in the features of the doll, not the doll itself.

Red (7 years old) says she likes the way the doll changes colors, Mavi (9 years old) says that the doll changing color in cold water and the hair color of the doll is vivid attracts her. Green (6 years old) says *‘I like the doll itself.’* When I asked what she means by her statement she says, *‘I like everything about it.’* Orange (5 years old), as she holds her Lol dolls in her hands says, *‘Its hair, dresses, everything...’* Yellow (9 years old) says *‘I like their clothes. I like the dolls and I have a Lol Dollhouse too. I also like the mermaid doll. Its dress is beautiful. I like its shoes and figures’* Yellow has too many Lol dolls and she collects them. She buys the dolls depending on their features. Purple (11 years old) enjoys that the doll vomits and wets itself. It reminds Lacan’s I and “conscious I”, where he evaluates the mirror phase. She may compare her childhood with that baby and feel like an adult. You may like it when it puts pressure on the baby. Or maybe Lol Doll likes it just because it has the characteristics of a live doll. Pembe (7 years old) also says that she likes *‘that it drinks, goes to the toilet, and cries’* are similar. Maroon (10 years old) expresses her thoughts as *‘I like small, cute dolls. Playing with Lol dolls makes me happy.’* And she was thrilled as she was talking.

Black (13 years old): “*Unpacking is exciting. layered things were coming out of it,*” while White (5 years old) explains that she enjoys “*the surprise*”. According to Baudrillard, in the postmodern age, the masses are only interested in the spectacle rather than the facts. In this context, Baudrillard says: “They want spectacle rather than meaning”. No effort has been convincing enough to convince them of the seriousness of the contents of the code. People who are looking for signifiers are given messages. However, they worship all content if there is a spectacle in it. We know that Lol Surprise! Dolls are remarkable dolls because of their structure. It attracts the attention of children with its unique features and accessories. For this reason, it causes them to wonder and buy the product (Adorno & Horkheimer, 1998). In the consumer society, it is seen that all products offered to the market are created with the aim of selling, and therefore these products are rapidly consumed by creating masses. This was the children's answer to the question I asked. They say that they like the product because of the different features of the doll.

16.4. Lol Surprise! Dolls as a Post-Fordist Product

When I asked the participants (children) “**How many LOL Surprise! Dolls do you have?**” they responded that some children buy the toy once or not at all because it is expensive, while some children buy the toy several times and have more than one type. Red (7 years old) answers “*I have only one as it's so expensive*” while giving her mother a hopeless look. It was as if her mother was preventing her from taking the toy. When Blue (9 years old) mentions “*There are 7; 2 Confetti Pops, 1 Lil Sisters, and 4 Capsule Lol Dolls*” it was clear that she was extremely passionate about toys. Green (6 years old) says “*There are 4 or 5.*” Orange (5 years old) says “*I have 5 of them but 2 of them are lost. There are 3 left,*” she said: and she was sad because

of the loss of her dolls. Yellow (9 years old): *“None. My mom doesn't buy it because it's expensive. I draw by looking at its pictures.”* It is very remarkable that Yellow draws pictures of her and admires her, even though she has never had a Lol Doll. Her mother considers her daughter's enthusiasm as a talent. Purple (11 years old) says *“I have 2”* Pink (7years old) *“I have 10”*, Maroon (10 years old): *“I have 10 Lol dolls”* Black (13 years old) *“There are two of them,”* she says. White (5 years old) put on an expression saying, *“There is 1”*, showing that she is not enthusiastic about the toy. With its post-Fordist organizational forms, it is faster, differentiated, and it brings with it an excessive consumption phenomenon. It would not be wrong to state that overproduction inevitably leads to overconsumption, and this has become an industry. When we look at the production style of Lol Surprise! dolls, we see the same organization. Babies come out with more than one type and characteristic. The doll's vomiting, crying, color changes are some of the features that make him different, so children always want to have them because they are always curious about the new ones. Therefore, they buy it until they come across different varieties.

16.5. Lol Surprise! Dolls As a Symbol of a Habitus

When I asked the question **“How many friends do you have using LOL Surprise Dolls?”** to the participants (children), we understand that their friends also buy and play Lol Surprise dolls by examining their responses.

Red (7 years old) thinks for a short time and says both of my friends have Lol Surprise! Dolls, Blue (9 years old) *“Many of my friends are playing”*. Green (6 years old): She seemed to be trying to explain himself when she says *“they all use it”* she acted as if it was a must for everybody. Orange (5 years old) *“I have 2 friends. One of them is Berfin: my cousin. The other said:: Zerya: my friend.”* Yellow (9 years old)

says she has 6 friends, Purple (11 years old) told me everybody in her class have Lol dolls. Her parent intervened here and said::, *“When your friends saw it, she started to want it too. At the moment, she does not even look at the toys.”* Thereupon, Purple being afraid of her mother, bent over in his chair and began to smile timidly. Pink (7 years old) says 7 of her friends have Lol dolls. Maroon (10 years old) explains that many of her friends have Lol dolls, she cannot count them. However, there are at least 10-15 of them have the toy. Black (13 years old), while using the expression *“There were many, 20”*, White (5 years old) states she has 2 friends who have the toy. The age ranges of the children are close to each other, most of the families who buy the Lol surprise doll have enough economic income to buy it. In terms of the price of the toy, it does not appeal to families with lower incomes. For this reason, when we look at the answers of the children, we see that at least 1 friend has this toy. We can explain this based on the concept of Pierre Bourdieu- Habitus (1964). Through social environment or communal learning, children may have realized the existence of this product and exhibited purchasing behavior. The existence of toys in many people may have made them feel the need to acquire them. The children may have bought this toy because their friends also have it. Here, we can mention that their environment inevitably directs the purchasing behavior of children.

16.6. The Toy That Everybody Owns And Adores

When I asked the question **“Why does everybody have a Lol Surprise! Toy?”** to the participants (children) they told me that almost everybody owns the toy, it is popular, it is exciting, it includes surprises, and it is fun.

Red (7 years old) when she used the expression *“a popular toy”*, I felt I should ask the need to ask why the doll is popular. She told me that the doll was cute because

she was tiny, that's why she loved it so much. On the other hand, Blue (9 years old) states as she saw Lol Surprise! Dolls via YouTube advertisements, everyone can have this many Lol dolls because of the advertisements. Green (6 years old) not knowing the answer to this replied, *"I don't know"*. Orange (5 years old) *"Because some of my friends love Lol dolls. So, I love it too"*, she thinks that this toy is popular because her friends love it. Yellow (9 years old) This is because there are too many advertisements about the baby. Purple (11 years old) says *"There are a lot of ads. I come across a lot on the Internet. And I think it gives a lot of excitement when opening the package, that's why,"* Pink (7 years old) says that it might be for her favorite ones and features. Maroon (10 years old) showing her dolls on the shelf on her desk, *"Because you don't know what will come out of the box, it's a surprise. Their accessories and clothes are very entertaining with their characteristics of dolls. I think that's why everybody wants to buy it."* Black (13 years old) showed her dolls, *"Because it's different from other dolls and everyone was opening it on YouTube,"* and explains that they are small, their hair is colorful and interesting, their clothes are quite different, and the dolls have their characteristics. White (5 years old) says *"It's so cute. Little ones,"* adding that this may be the reason for being popular. We can say the following from the answers given by the children. It is seen that most children discover the toy somewhere and display the buying behavior after discovering it. They discovered the toy mostly through advertisements, some answers say that they love the toy because their friends like it and they buy this toy. Two situations arise here. Due to the cartoon channels and YouTube videos that children watch toy advertisements are constantly presented to them. In a way, the aim is to guide the consumer in purchasing. Here, the effect of advertising on purchasing behavior has been exploited. In a situation similar to M. Foucault's Panopticon system, the channels

that children will eventually watch are certain, and the toy company, which knows this, applies the appropriate strategies and presents the advertisements of the toy to children through advertisements and the social media channel YouTube.

If we look at the origin story of Lol Surprise! Dolls, the toy has been created with inspiration from unboxing videos, its biggest attraction is to have children film “unboxing” videos. A child who watches unboxing videos inevitably encounters Lol Surprise! Doll ads. The child's interest and discovery are directed like a system. On the other hand, children who say that they have a Lol doll in their friends and that they love the doll very much; may have felt a lack of friends due to the presence of this baby and went to buy this toy. This brings to mind the Bandwagon Effect, the Herd Psychology. The answer that supports this the most is "I don't know". Even though not everyone knows why they have this toy, acquiring that toy indicates that the child was bought without questioning it.

16.7. Collections and Lol Surprise! Dolls

Red (7 years old) could not share any information about whether they are different as she has only one doll. Blue (9 years old) states that they are different from each other. Green (6 years old) says she has different dolls and she showed them to me. While one of them changed color in the water, the other had a different hair color. Orange (5 years old) states that they are all different from each other, but if 2 dolls had not been lost, she could have shown them. Yellow (9 years old) *"I don't have a Lol baby, but I think they look alike. It just has some features. There are dolls that go to the toilet and change color in the water,"* she did not see the features of the dolls as a difference but meant that they were similar in size. When Purple (11 years old) uses the expression *"Yes, they are different"*, Pink (7 years old) did not want to answer and

replied with "yes". Maroon (10 years old) says that only one of the dolls she bought was the same, the others were different. Black (13 years old) *"Yes, they are different. Sometimes it may sound the same, but it is necessary to open 100 for it,"* while emphasizing that the baby has a structure that is hidden in a round box like surprise eggs and it is not clear what will come out. White (5 years old) *"No. She said, 'I have one doll,'"* and reveals that she could not distinguish between them. In the answers given to the question I asked, it is seen that the children bought this toy more than once. We can evaluate the function and presentation of the toy when we evaluate the answer *"Sometimes it may sound the same, but it is necessary to open 100 for it"*.

Lol Dolls have multiple features, such as vomiting, crying, discoloration. There are also different series. These features also attract the attention of children. As they love the toy, they want to buy different types. However, the fact that the toys are hidden in a box makes it a surprise which doll they will get. Children, on the off chance, get the baby they see in the advertisement or their friend. Some buy many boxes of the same series until that baby comes out. This makes the toy valuable. As Piaget said:" it causes children to categorize the objects they own or are passionate about, as they are in the concrete operational stage. They do this mostly to distinguish objects from each other. This creates the need to include a new one in them when they categorize the objects they distinguish. In a way, this is due to the need for collecting. According to Piaget's theory of cognitive development, children are in the concrete operational age range between the ages of 7 and 11. Children in the concrete operational stage think and act logically. Children between the ages of 2-7, who are too early for this period, have more symbolic and intuitive features. According to Piaget, classification (hierarchical) skills also develop in children in the concrete operational stage. Accordingly, children are capable of collecting objects and

separating them according to their colors or properties (Hendrick & Weissman, 2006). So, when kids buy Lol dolls, they may be buying them because it puts them into classification skills. Because the series of the toy are different, and the toy is introduced by arousing curiosity through this difference.

16.8. The Correlation Between Media and Lol Surprise! Doll Use

When I asked the question “**How does a new LOL Surprise Doll make you feel?**” to the participants (children) they told me that they feel you feel happy, lucky, excited.

Red (7 years old) emphasized the infinity of consumption with the phrase “*I would be much happier if I had another new Lol baby.*” The idea of having another doll was sure to bring her incredible pleasure. Blue (9 years old) emphasizes that it makes her feel excited. When I asked why, the possibility that the doll she liked would come out of the box was a possibility, which aroused her curiosity, excited her. Green (6 years old) “*I would be very happy if I had a new Lol doll*”, means as if she is not happy right now. The same expression was actually on his face while he was composing this sentence. Orange (5 years old) replies “*I’m so glad*”. If Yellow (9 years old) “*I would have been happy if my mother had bought it. I would be excited*”, trying to guess a feeling that she had never experienced in reality. Purple (11 years old) “*We bought two. But if there were more, I guess I would have felt luckier, but I didn’t want the 3rd one, it started to feel boring after the 2nd one.*” She says that she will feel lucky if she gets it even though the toy was boring. The reason why she said: it was boring is because she was under the influence of his mother. This was how her mother suppressed her request because she said: the toy was expensive. Pink (7 years

old) *"I am happy. While using the expression "I get excited when I open it", Maroon (10 years old) made a statement supporting this; "I am curious as I feel with every new toy. The doll and its accessories make me curious."* Black (13 years old) *"It is beautiful, it is exciting,"* she says. She is excited about it because she was trying to explain herself. Since she played with the toy when she was 9-10 years old, she could not express the feeling it gave at that time very well. White (5 years old) says *"Excited"* and answered the question. Since she was very shy, I tried to open her answers with questions, but I was not successful. The reason why children are so excited about toys is that new and different models of the product appear in advertisements and toy shops every time. As soon as the kids hear that a different series is coming out, they want to get it and own it. This excites them. It has been observed that communication is affected because of media dependency that media reshapes the attitudes, emotions, and behaviors of individuals. The search triggered by the criticisms of the Uses & Gratifications model was examined by Ball-Rokeach and Defleur in 1976 by considering the Uses & Gratifications approach. Accordingly, it has been concluded that the most important tool of the approach is the media, and the theory of Media Dependency Theory was born out of this idea.

It has been observed that media addiction in society affects the relations between individuals and regulates the behaviors, attitudes, and emotions of individuals according to the content of the media. At this point, addiction exhibits a socio-psychological structure rather than being economic and sociological. "From a socio-psychological point of view, addiction is defined as "physiological and psychological dependence on a drug for the fulfillment of functions" (Statt 1998: 3).

"Dysfunction occurs when the drug or drug amount is reduced or withdrawn in addiction" Erdoğan & Alemdar (2005: 208). Just as this, once an individual gets

away from media, the individual leaves behind the topics affecting their social interactions. So, to speak, he is becoming a stranger to the subject in the group of friends. People sometimes need the media when they experience contradictions in their position to resolve the conflict he is in, he turns to the tools that he can get clear information through media. Watson and Hill cite election time as an example. People follow the politician they choose through the media, read the comments about him, listen to his rallies, and make decisions. There is no need for social relations for this. The media also provides him with information (Watson & Hill 2012: 76). While explaining the dependency model, Rubin and Windahl (1986) attribute it to the change in social conditions. As the social conditions change, societies increasingly need media and communication tools within the complex structure. This increases the effect of tools on individuals in parallel. (Rubin & Windahl, 1986). As the social conditions change, societies increasingly need media and communication tools within the complex structure. This, in turn, increases the effect of vehicles on individuals in parallel. From the answers given by the children, it is seen that they are addicted to Lol Surprise! Doll products. The most important factor that provides this is the media. Because the manufacturer, who puts the product on the market, uses media tools to promote the product and to spread it among children. And it makes the product spread among the kids watching the ads.

16.9. A Doll That Looks Like Tiny Humans

When I asked the question “**What does a Lol Surprise! Doll look like?**” to the participants (children) they told me that they parallel them as humans.

Red (7 years old) “*I don't know. "I can't compare it to anything,"* considering the doll only as a toy. Blue (9 years old) said: “*I think they look like people. They are*

different. Their heads and eyes are huge. Their bodies are small. They have pink and blue hair. Their glasses are beautiful.” Green (6 years old) also made the statement *"I look like a human"*. When I asked her why you resemble them as humans, she laughed a lot by saying, *"Because she cries and vomits."* Orange (5 years old) says, *"If it's a little wavy and long, it's like Berfin."* Yellow (9 years old) *"She looks like a doll. They are very small."* Although she did not say *"like a human"* using the phrase *"they're different"*, she made it look like a living thing. *"They look like big-headed people,"* laughed Purple (11 years old). Pink (7 years old) said: *"They look like cartoon characters."* She made this comparison because she is very small, her body shapes are different, her hair is more colorful than people's. Maroon (10 years old) used the phrase *"I think they look like little people"* while Black (13 years old) said: *"They look like little people"*. White (5 years old) She thought but did not answer. She used the expression *I don't know*. The second question I asked them after them was *"Would you like to look like a LOL Surprise Doll?"* was the question. As an answer, most of them stated that they wanted their hair or clothes to be like them. Red (7 years old) did not want to make a statement by saying *"I am indecisive"*. Blue is (9 years old) *"It could be the hair color or the model. I love Bonbon."* *I like the color of your hair. Pink, blue, yellow...*” she commented. Green (6 years old) *"I would like to look like her. Her hair is beautiful. Especially the one with the curly hair..."* She also expressed that he likes the curly-haired baby's hair because his hair is straight. Yellow (9 years old) *"I would like to look like them. I like her outfits. Especially the leopard printed one..."* Purple (11 years old) resolutely rejected the idea, saying, *"No, it's too fancy."* Pink is (7 years old) *"Roller Sk8ter: she has a sister, has a pet, and loves to skate. Queen Bee has an older sister and two siblings. She has a pet named Pub bee. Her boots, hair, and dress are beautiful, yes, I would love to."* Maroon (10 years old)

"No, I wouldn't want to look alike. I am happy to look like myself. I never thought to look like my toys," she found this question very strange and made a face.

Black (13 years old) said: *"I wish my hair looked like them"* while White (5 years old) said *"Yes, it's tiny. It's good to be small. I'm small too,"* he said. Lupton states that people inevitably transform them through their attempts to personify and use material tools and put them into their routines and states that estranged objects are personalized and gain subjectivity through this process. After being bought or gifted as a commercial commodity, the goods are personalized and put into daily use by the owner who wants to establish a long-term relationship with her, becoming a part of the owner's life and becoming a commodity. Owning is applied to objects such as clothes and furniture, where bodily interaction is established every day, these objects are valued not by money but by gaining personal meaning, therefore they tend to be loaded with emotion" (Lupton 1998, p. 212). Children who use Lol Surprise! Dolls personalize and own the dolls from the moment they purchase them. For this reason, most of them associate them with a person or a friend, wanted their hair to look like them, or wanted their clothes to be like them. These answers show how much children identify with the doll. According to Lacan, a 6–18-month-old baby becomes aware of himself for the first time in the mirror stage and the reflection he sees in front of him reminds him that he is an autonomous being. For the first time, the baby thinks of itself as a separate individual from its mother. In this way, the concepts of ideal-ego and "me" are settled. Lacan's analysis of the 'me' or 'conscious self' formation phases reveals that the individual's structuring process continues (Bowie, 2007). The mirror theory of Lacan may be effective in the main reason why children prefer Lol Surprise! Dolls. By purchasing and using these products, children may see what they want to be or what they want to become, and they may be enjoying it. Or they may see

themselves in the image of Lol Dolls. Green (6 years old) *"I would like to look like her. Her hair is beautiful. Especially the one with curly hair"* shows how much he cares for the doll's hair, or Pink (7 years old) *"Roller Sk8ter: she has a brother, he has a pet and she likes to roller skate. Queen Bee has an older sister and two siblings. She has a pet named Pub bee. Her boots, hair, and dress are beautiful, yes, I would love to."* This shows how much she wants to look like her doll.

16.10. Parents Buy The Toy To Make Their Child Happy

When I asked the question **"Why do you buy a Lol Surprise! Doll?"** to the participants (parents) they told me that they buy because their daughters ask for it. Red's mother (44 years old) *"I am very helpless about this, so I may be a bad mother, but I buy it to make my daughter happy."* Blue's mother (41 years old) *"My daughter saw it from the commercials and asked for it. I had to buy it too,"* she says. Green's mother (37 years old) *"I buy it because my daughter wants it."* Orange's mother (35 years old) says *"First off, we bought the toy as she wanted a lot for her birthday. Since then, whenever she saw the toy, she would throw a tantrum and cry. We have to buy it not to make her feel lost."* Yellow's mother (43 years old) states that the toy is not functional, but it is overly expensive. Purple's mother (41 years old) had bought the toy as her daughter kept asking for it for a long time. As Pink's mother (34 years old) states *"I bought it as my daughter loves and wants,"* Maroon's mother (36 years old) states that *"She likes playing with these dolls. So, I just bought it."* Black's mother (35 years old) *"I bought it just because my daughter asked for it. Otherwise, I would never buy that."* On the other hand, White's mother (aged 37) tells that it has been given as a gift, but she did not know anything about the toy before. When we evaluate the answers that parents give, we figure out how much the toy affects the

desires of children. When they feel it they both get satisfied and self-actualization as parents think that they make their children happy. Not to disappoint them, parents purchase the toy just because their children asked for it, which reminds us of Sigmund Freud's Psyche. What motivates us to buy something is usually our desires and social obligations. We consume the most popular because we struggle to exist in society, to be accepted, to take part in a group.

We tend to consume, and it makes us feel as we will be complete once we acquire the product. This is exactly how parents feel: Feeling completed. Achieving what parenting expects. Herbert Marcuse's false needs theory also supports these answers. He considers in modern society, the consumption culture as "false and faulty needs" causing the desire to purchase. People submit to the established order of the economic system with the false happiness created by false needs. The biggest reason why children want toys so much is happiness, they feel happy. Even when they do not need it, this toy they want from their parents makes them feel good. Perhaps it is also a need to make them feel good. Families buy the toy because they see this emotional state as a need.

16.11. Price of a Lol Surprise! Doll Does Not Affect Its Purchase

When I asked the question **"How does it make you feel when your child demands this toy?"** to the participants (parents), in response; I got the answer that they were upset when they could not get the toy for their children. Red's mother (44 years old): *"I'm sad if I can't buy it because it's too expensive,"* and she said that she bought this toy for her daughter not to be left behind by her friends, and states that she feels insufficient if she cannot provide the toy. Blue's mother (41 years old): *"Actually, I am a bad example as a mother because I love toys as much as she does."*

Especially Barbie dolls... That's why I don't see any harm in asking. I like it too and we buy it," she said. Green mother (37 years old): She criticized the system by saying, *"It's a waste of money".* She harshly criticized the way children become material with such toys, play with their emotions, and introduce such non-functional toys to the market. Orange's mother (35 years old): *"I try to put a balance with the thought of not spoiling him and not encouraging his friends. It makes me feel like a waste of money,"* she said. Yellow's mother (43 years old) *"I feel horrible as it is expensive, and they are only a product of marketing. They just aim to create an image and get children addicted,"* Purple's mother (41 years old) *"So unnecessary. The power of capitalism on children."* Pink's mother (34 years old): *"Difficulty is about price,"* Maroon's mother (36 years old): *"What I feel about the demand for other toys, it is the same thing. As long as it doesn't become an obsession, I don't see any harm in asking it from time to time."* Black's mother (35 years old) defines it as "a waste of money." White's mother (37 years old) *"When I see that she wants to buy the dolls when we see them, at first it terrifies me, but as she forgets in a short time, I feel alright. As I know that it is not her favorite toy."* Even though parents aware that Lol Surprise! Dolls are ineffective functionally, yet they buy the toy for their children. Even if it is only one of the toys, each child experiences it somehow. Although families do not want to buy this doll, which is over their budget, they show buying behavior with the thought of keeping their child happy and not missing their friends.

These behaviors not only show a cognitive dissonance but also cause them to experience conflict. Likewise, if a child who is overly demanding of this toy does not feel as excited as before or does not play with the toy after the first day of purchase, the same situation will still occur. In Leon Festinger's Cognitive Contradiction Theory, inconsistency, dissonance, and conflict. can support the concepts. Leon

Festinger's cognitive dissonance theory became the focus of social psychology in the 1960s. In the basic sense, it is a state of psychological discomfort that occurs when an individual has more than one cognition (pieces of information). In this case, it can also be defined as the individual's confrontation with the difference/incompatibility between his original thought and the behavior he has transformed into action. This incompatibility often causes discomfort to the individual and seeks ways to prevent this discomfort. Festinger uses the concept of consonance, which it considers objective for consistency, and the expression dissonance, which it thinks has less logical, emotional connotation for inconsistency. For example, we can think of questions such as which event causes what, which is right or ethical. According to Festinger, the relations of harmony and disharmony center around "information". That is, if we know something is right when we do something wrong, we compare it to what is right. This creates pairs in an individual's thoughts. As a result, what the person knows is that reality will put pressure on the individual to adapt their behavior or thoughts. That is, if the cognitive elements do not match, it means that there must be oppression. The term "conflict", another concept expressed by Festinger (1962), derives from this point. Conflict occurs when an individual needs to choose between two events that are both likely to happen, and the individual keeps conflicting himself or herself until finds a resolution.

It is possible that the parents of children using Lol Surprise! Doll may have bought the product, beyond the benefit or harm of the toy, not to have their children miss out on this product and would not embarrass their friends. It is also possible that even though the parents know that the toy is dysfunctional they kept quiet as some people like and praise it. One of the underlying reasons before, during, and after the purchase of the toy may be the fear of social loneliness.

16.12. The Toy That is Only Bought Since Everybody Owns One: Lol Surprise! Dolls

When I asked the question **“Why does your child demand the toy”** to the participants (parents), in response; I got answers as follows. Red’s mother (44years old): *“She loves this toy so much, that’s why she demands it.”* Blue’s mother (41 years old): *“I think she enjoys the action figures with the doll. As its color changes and includes surprises, she demands. Of course, they also think that ‘I must have it’ thoughts.”* Green’s mother (37 years old) defended that all children have the toy. Orange’s mother (35 years old) thinks that because her child has not started school yet, so watching TV constantly and encountering Lol doll commercials trigger this situation. She says her daughter demands the toy because of it. Additionally, she states that no matter how they try to escape from it, it is everywhere: in the malls, in the playgrounds, in other children’s hands... Yellow’s mother (43 years old) states that the toy is quite bright, colorful and many features to keep up with, thus, it becomes attractive for children. Purple’s mother (41 years old) mentions that as everybody owns one and it looks cute, her daughter persistently wants the toy. *“Because whenever I reject it and make a statement, it always gives me an example from a friend that she has it too,”* Pink’s mother (34 years old) says: *“My daughter desires the toy as it is attractive.”* Maroon’s mother (36 years old) said that the baby's different accessories and different features arouse her child's curiosity. Black's mother (35 years old): her daughter wants this toy because everyone has it. White's mother (37 years old): her daughter wanted it because she saw it in all her friends. Herd Mentality is one of the extensions of the “Social Proof” theory. In political or economic events, it is used to reveal the expression of belief, attitude, trend, or

enthusiasm. “Herd Mentality” (Bandwagon Effect) was first coined by a North American actor Dan Rice in 1845. During his presidential campaign that year, Rice used the phrase “join the herd” to mean “come where everybody else is” he helped Zachary Taylor to become the president. Although the Bandwagon Effect (Herd Psychology) seems to be a kind of propaganda model or description. It carries the definition that people do something just because others do it. The imposition of models of people's beliefs and behaviors on a group defines herd psychology. Although the term “Bandwagon Effect” is closely related to politics, it also has widespread effects on consumer behavior (Durmaz, 2018). Only children in a certain age group play with Lol Surprise! Dolls. We can call it a product of popular culture. Because toys have been the subject of advertisements and are in the language of children in the age range who use the toy. The widespread consumption of the toy even though it does not have an instructive function may also be an indicator of unconscious consumption. Considering the answers of the parents, the fact that they are loved among the children, that they see each other and emulate this toy, necessitate the purchase of a pretense.

16.13. Toy Preferred Despite Lacking Functionality

When I asked the question **“What function do you think LOL Surprise! Doll has?”** to the participants (parents), they replied as; Red’s mother (aged 44): *“To me, it’s just an ordinary toy, but my daughter wants it anyway. That leaves me no choice but to buy it for her.”* the mother states that she doesn’t want to purchase the toy, but she does it for her daughter. Blue’s mother (aged 41) stated that her daughter was keeping the dolls aside like a collection. Green’s mother (aged 37) emphasized that the doll had no special features with a somewhat irritated and judgmental

expression on her face. Orange's mother (aged 35) said: *"I think the doll's features such as changing color when put in water and diaper change after given water make it appealing for children."* In other words, she stated that the toy was preferred so much because of its features. Yellow's mother (aged 43) states that the children are given false promises of being someone else or that they will have a lot of fun while playing with the doll, only to realize that none of them is true after they purchase it by saying *"I don't think it has any apparent functions. Children put themselves in the doll's place in a world of fantasy rather than reality, but they are disappointed when faced with reality."* Purple's mother (aged 41) criticized the doll by saying *"I think it's a huge disappointment."* Pink's mother (aged 34) said: *"It's good and all but I can't say that it is functional at all. It helps you kill time."* and admitted to only buying the doll to keep her daughter busy. Maroon's mother (aged 36) said: *"I think it's just for recreational purposes. Other than that, I don't think that it has any sort of educational benefits in playing."* In addition, Black's mother (aged 35) supported the same opinion by saying *"It doesn't have any sort of notable functions, it only stands out due to its features."* On the other hand, White's mother (aged 37) tried to explain how her child sees the doll by saying *"It's not a toy that we play with a lot. It's a playing house game where my daughter feeds and takes care of the doll as if she raised it."* As Piaget mentioned in his works, when children are in the concrete operational stage, it causes them to categorize the objects they own or are passionate about. They do this mainly to differentiate objects from each other. This cognitive classification creates the need to include a new one among them when they categorize the objects they differentiate. In a way, this is due to the need for collecting. According to Piaget's cognitive development theory, children are in the concrete operational stage when aged between 7-11. Before this stage, symbolic and intuitive

features are more dominant among children aged between 2-7. According to Piaget, classification (hierarchical) skills also develop in children during the concrete operational stage. Accordingly, children are capable of collecting objects and sorting them based on their colors or properties (Hendrick and Weissman, 2006).

When the answers of the parents are examined, it is thought that the doll is ordinary and does not have any function. However, despite this indication, the children's desire to have this toy because of its different features brings to mind Piaget's classification skill. Children may want new ones to categorize toys. According to the Appropriation theory, it is applied to objects such as clothes and furniture, where bodily interaction is established every day, these objects are valued by giving personal meaning, not money, and therefore they are quite inclined to be loaded with emotion (Lupton 1998, p. 212). It can be inferred from the answers of the parents that the children who use LOL Surprise dolls personalize and become possessive of the dolls starting from the moment they buy them. White's mother (aged 37) said: *"It's not a toy that we play with a lot. It's a playing house game where my daughter feeds and takes care of the doll as if she raised it"* when I asked about the toy. It describes how the child becomes possessive of the toy in the role of an adult. Yellow's mother (aged 43) commented on the toy as "I don't think it has any apparent functions. Children put themselves in the doll's place in a world of fantasy rather than reality, but they are disappointed when faced with reality.". It is another supportive interpretation of how possessive children can get of toys.

16.14. Lol Surprise! Doll as an Object of Passion

When I asked the question **"Why do people buy Lol Surprise! Dolls?"** to the participants (parents), they replied as follows. Red's mother (44 years old) states most

children like the toy and it is popular, Blue's mother (41 years old) states that children prefer it to spend more time than they create play fiction and enjoy that as well as they are collected. Green's mother (37 years old) states that she thinks it encourages purchasing due to the advertisements. Orange's mother (35 years old) states that she thinks it encourages purchasing because of its advertisements that encourage children. Yellow's mother (43 years old) said *"I think that since it has become a symbol of power among children, I think they have it among themselves and show themselves."* Purple's mother (41 years old) states that it was purchased because of the internet, environment, visuals, and advertisements. Pink's mother (34 years old) states that children only buy that as it creates a curiosity of why may come. Maroon's mother (36 years old) stated that they want it as they see it in their friends. Black's mother (35 years old) states that people buy it as it is attractive. White's mother (37 years old) stated that children wanted to have all of them because there was a lot of variety.

Habitus is a concept introduced by the French sociologist Pierre Bordieu to sociological analysis. 'The concept of the habitus of Latin origin refers to the sum of the social learning and internalization processes in the social environment or areas where the social development of people takes place and the features that permeate them without being aware of it. As parents emphasized, children emulate this toy by seeing each other. And they think they have to acquire that toy through social learning. Sigmund Freud believed that to have a strong sense of self (or ego), the id and superego must be in harmony. In other words, your desires and social obligations must match. Sigmund Freud believed that if you have a strong sense of self (ego), you can understand your own needs and sense the limits that society puts on you as well. If you have a strong sense of self, you can be free throughout life. You will have no problem recognizing your inner pressure and you will be satisfied and fulfilled in your

daily life. The 'self' has an important place in consumption habits. The main reason for buying Lol Surprise! The doll is the wish of the children to have their desires in me. When most children see what they lack in a friend or other child, they feel a desire to acquire it based on their sense of self, and they feel complete when they acquire what is missing. As parents emphasized, the use of the Lol doll as a symbol of power among children is entirely due to the desires of children and the sense of existence among their friends. Another aspect is the Bandwagon Effect an extension of Social Proof theory. The Bandwagon effect is used to model a change in an individual's belief, idea, trend, or enthusiasm. It is a psychological phenomenon in which an individual does something just because others do. Lol Surprise Dolls are used by children in a certain age range. We can call it a product of popular culture. Because toys have been the subject of advertisements and are in the language of children in the age range who use the toy. The widespread consumption of the toy even though it does not have an instructive function may also be an indicator of unconscious consumption. Considering the answers of the parents, the fact that they are loved among the children, that they see each other and emulate this toy, necessitate the purchase of a pretense.

The French thinker Michel Foucault, in his book *The Birth of the Prison*, bases on the prison model designed by Jeremy Bentham, examining the means of surveillance and surveillance in modern societies, introduced the concept of the "panopticon" system. The design is simply a tower that was placed in the middle of a circular inspection house. The guards would watch the prisoners from this tower all the time. The prisoners would also pay attention to their behaviors, in case that somebody watches. In time, the prisoners who adopted and internalized the tower were careful to maintain the same behavior even if there were no guards there.

Foucault, who was inspired by this system, states that the basis of his understanding of power is self-control. By affirming the power here, he presented it as a structure/power that controls the individual and ensures order, not as a method by which he establishes this system as pressure. Because this is essential for the individual to become a part of the system. "Only when society is under control in this way, production reaches its highest level" (Foucault, 1992). We also see the concept of self-control in consumption. As an example, we can list shopping malls, media, supermarkets, virtual environments created for consumers, and social media. In social media, consumers voluntarily let themselves watched, and in time they get trapped in the system. On all platforms they enter, the ones they click, like, and follow will appear and reappear. Therefore, they have to consume and buy, what they see or are exposed to. In their ways, children also use this system, and the more they are exposed to the doll the more they have an urge to own it. It is possible to suggest that they are also in the "panopticon" and are guided by a watcher. In the same way with Lol dolls, children use them in a certain age range. And they buy this toy mostly because they see it around them or because the media constantly comes across them with advertisements. We can say that they are also in the "panopticon" and are guided by a watcher. In the same way with lol dolls, children use them in a certain age range. And they buy this toy mostly because they see it around them or because the media constantly comes across them with advertisements. We can say that they are also in the "panopticon" and are guided by a watcher. Parents state that they demand the toy because of the internet, environment, visuals, and advertisements.

16.15. A Toy That Gives Everyday Pleasure and Creates Curiosity: Lol

Surprise! Dolls

When I asked the question **‘What are your general thoughts about the toy?’** ' to the participants (parents); Red's mother (44 years old) stated that at first glance, dolls are very cute, but considering that not every child has the financial means to buy them, she finds it ridiculous that it is so expensive. And *"Every girl should have at least 1 LoL Doll. I would like to make adjustments about prices,"* she said. This sentence of this research; assuming that it will reduce the prices of the products in the toy market, he founded it. Blue's mother (41 years old) stated that there are certain series of toys, and they contain different features, so they attract the attention of children and arouse curiosity. Green's mom (37 years old) did not comment much, calling it a very expensive product. Orange's mother (35 years old) said, *"As I said before, it is a very unnecessary toy and there is no fake production in any way. Unbelievably expensive for licensed products. Because the child is not aware of this,"* she conveyed his thoughts. Yellow's mother (43 years old) said, *"It is visually interesting, but it saddens me for humanity to spend the world's money on a small toy in huge boxes. Every time I pass by the toys, when I see the prices of 100 and above, I feel like saying that with the money to be given to these small toys, a well can be drilled in Africa. My daughter does not have Lol dolls, but she draws pictures of the characters, cuts out their clothes, paints them, sticks them on toothpicks, and plays very well. And by adding different models from herself, she develops her imagination,"* and she finds it more beneficial for his child to paint it with his imagination, rather than buying such an expensive toy. Purple's mother (41 years old), on the other hand, criticized the toy by saying, *"It is a toy that only delivers daily pleasure by influencing children with advertisements and videos that*

come out of a plastic sphere with a size of 3-4 cm, which has no function, and is harmful to health with its raw material." 'Pink's mother (34 years old) said that it was a beautiful toy and that the price forced families. Maroon's mom (36 years old) said, *"I think they are tiny, cute, intriguing toys that can be a good time in a specific way, although they don't provide any benefit for children in general."* While Black's mother (35 years old) expressed her thoughts by saying that I think it is a very expensive product, White's mother (37 years old) said: as can be understood from all my answers, we see the advertisement for the toy on the internet, which is not educational and appealing to children with its ornaments. She shared the thought that it is a useless toy, which tempts children because it is out of stock, despite its high price. Leon Festinger's Cognitive Dissonance Theory can be seen as part of coherence theories that address the individual's goal of achieving a cohesive and coherent mindset. Cognitive dissonance, which was the most researched subject of social psychology in the 1960s, is a state of psychological discomfort that occurs when a person has two or more inconsistent cognitions (pieces of information). In other words, cognition elements often correspond to what the person does or feels, or what happens in the environment. The key difference here is "reality". When it comes to opinions, beliefs, and values, reality may be what others think or do; in another situation, it may be a reality, experienced situation, or what others express to the individual. Ultimately, the important point is that the reality affecting a person will put pressure on the individual to align the relevant cognitive elements with reality. Families, who know that Lol Surprise Dolls are not functionally useful, do not hesitate to buy this toy for their children, even if it strains their budgets. Even if there is only one, every child gets this toy, it satisfies his curiosity somehow. Although families do not want to buy this baby, which strains their budget, they show buying

behavior with the thought of keeping their child happy and not missing from their friends. These behaviors not only show a cognitive dissonance but also cause them to experience conflict. Likewise, if a child who demands this toy is not as excited as before, or does not play with the toy after the first day of purchase, the same situation is again in Leon Festinger's Cognitive Contradiction Theory, inconsistency, dissonance, and conflict.) can support the concepts. Leon Festinger's Cognitive Dissonance Theory became the focus of social psychology in the 1960s. In the basic sense; It is a state of psychological discomfort that occurs when an individual has more than one cognition (pieces of information). In this case, it can also be defined as the individual's confrontation with the difference/incompatibility between his original thought and the behavior he has transformed into action. This incompatibility often causes discomfort to the individual and seeks ways to prevent this discomfort. Festinger (1962), while explaining the theory; uses the concept of consonance, which he thinks is objective, for consistency between cognitions, and the expression of dissonance, which he thinks has less logic, that is, emotional connotation, for inconsistency. For example, which event causes what, which is right or ethical. According to Festinger (1962), the relations of harmony and disharmony center around "knowledge". So if we know something is right, when we do something wrong, we compare it to what is right. This creates couples in the individual's thoughts. As a result, what the person knows is that reality will put pressure on the individual to adapt their behavior or thoughts. That is, if the cognitive elements do not match, it means that there must be oppression. The term "conflict", another concept expressed by Festinger, comes from here. Conflict usually arises when the person has to choose between two things that are most likely to happen, and the personal conflicts with himself until he makes a decision. Parents of children using Lol

Surprise Doll may have purchased the product, beyond the benefit or harm of the toy, just so that their children will not be missing from this product and not be embarrassed to their friends. Or the children who use the product and the parents who buy it for their children may find the product unnecessary but remain silent just because someone praises and likes it. One of the underlying reasons before, during, and after the purchase of the toy may be the fear of social loneliness.



17.RESULTS

Consumption is everywhere, so it is just a click away! The reason why I said: “one click away” is the high technology. It is no longer limited to get something we want. There are many platforms where we can discover new products. Television, radio, newspapers, and magazine are no longer sufficient to promote products or services by themselves. We are now learning, following, and discovering through social media. Most brands are now on these platforms, and they acknowledge that they can easily get to the customers through these platforms. In this research, I have concluded that there are many stages of consumption, transformation into a consumer society, and finally, there are many factors of being a consumer. Focusing on the reason why we consume, I searched for the answers to this very question. Therefore, I have seen that individual pleasure and desires come to the fore in consumption. On the other hand, I have also seen that the strategies and contents that appeal to these are also prepared and implemented by marketers and advertisers. Popularization also has a huge role in a product to come forward and sold as well. Individuals can choose prominent products to show their social status, to show their difference, or to be included in a class, and in some cases, they do it unconsciously. Most individuals considering owning products as a necessity follow “false needs” and they always have a will to consume. Unfortunately, the most affected consumers are children. As they are influenced by their environments, they are also easily affected by the cartoons and advertisements they see.

The products spread and presented to the attention and appreciation of children through the media quickly with globalization. Children also put pressure on their parents to acquire popular products and somehow acquire products and toys that are

consumed rapidly. One of these products, Lol Surprise! Dolls are popular mostly among girls though they are expensive. Having been selected as the toy of the year by the Toy Association in 2017 and entering the top ten toys sold in the USA supports this idea. Even though considering the source of advertisement and marketing of Lol Surprise! Dolls in Turkey and there is not a tangible resource, but the toy has been popular among children has led me to study this topic. What was the thing that made it so attractive? How did it become popular among children? When I looked for the answers to these questions, I observed the problems of consumer culture caused by appropriation, what it affects, and the way it expresses itself. Thus, I began by addressing the term, which forms the basis of my work, by asking what and why.

The study examines the underlying reasons why children quickly consume and internalize popular culture elements. It also analyzes how Lol Surprise! Dolls, which became popular among children, turned into a consumption object. The nature of the topic led me to adopt a research method that is more about objective, focused on measurable behaviors and attitudes. For this reason, an unstructured in-depth interview and focus group study was conducted. In-depth interviews were conducted with 20 people, including ten children from different age groups with ten parents. Children and parents were reached through snowball sampling and purposive sampling.

When children's responses analyzed, it was concluded that they were affected by advertisements, thought the toy was flamboyant, that they want to own the toy for their features, that they want it as one of their friends already have it, that they personalized it and compared it to a real being, human or friends.

When the answers of the parents analyzed, although the toy is expensive and has no function for the development of children, it is emphasized that the product is so demanded by children because it is in everyone, that it is so effective in getting it to be ostentatious, and that advertisements make the toy interesting.

In this context, the reasons for using the product are explained by associating them with the bandwagon effect, self, mirror, mass society, and culture industry, cognitive contradiction, habitus, false needs, fear of social loneliness, media addiction, postmodernism, post-Fordism, panopticon system, cognitive-developmental theories that frame the self-appropriation theory.

Nowadays, we are witnessing a critical and interesting period in the history of humankind. Just as the cornerstones in the history of humankind, dating back to 300 000 years agriculture, the invention of the wheel, the invention of writing, the invention, and usage of money, the discovery of a new continent, the Industrial Revolution, wide use of electricity, landing on the Moon, we are now experiencing a new cornerstone: the digital revolution.

While historiographers describe these days in the future, they will probably record that a new era has been entered with digitalization. Digitalization is evolving so quickly that it radically changes all business models, human relations, consumption, popularity, demands, desires, and preferences. In this changing and transforming world, both children and the younger generation get their shares. Unfortunately, we live in a period where non-consumers cannot socialize and get isolated from the rest of society.

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