
The effect of communication methods and image culture on audience type

Mariam Hussain Ali *Sawah University, Iraq
mariam.h@sawauniversity.edu.iq**Abstract:**

The aim of the current study is to identify the diversity of style in the works of the artist Naziha Salim. The importance of it lies in The impact of the means of communication and the culture of the image on the public is very large, especially in recent years, because of its effective impact on the family and society in general, and especially on social identity, and struck many social and religious values. The effect of the image is very great on children, especially what appears in their behavior when imitating what is seen in the means of communication, this was a large part of the responsibility of the family in socialization, as well as the school in consolidating the social culture among the members of society, one of the negative effects of the image culture has become a reality imposed on everyone because of its overtones that are linked to the local culture and affect the mentality of the emerging individual. The culture of the image hit all the social and religious values that were well-established in society, upbringing is no longer confined to the family and school. The image and means of communication are a large part of the process of socialization, as the image has a place in the global social reality, especially in the collective behavior of individuals in imitating many behaviors that do not correspond to the customs, traditions or religion of society.

Keywords: *Communication methods, image culture, audience type..***Received:** 02/03/2024**Accepted:** 26/05/2024**Proofreading:** 30/05/2024**Available online:** 30/06/2024**1. Introduction**

The image culture and its effects entered all areas of human life, the image broke the barrier of reception in the sites of modern means of communication because of its very great impact on society, as its negative effects were reflected on society in a large way, as its impact on the public, which means its wide impact, today the recipient does not need to know the language or have a certain level of cultural awareness to follow the materials. The image through modern means of communication has completely reversed the role of society in general and the family in particular, and private sanctities were openly violated day and night without any question marks for this reality that was presented to us, questioning its relationship to the reality in which we live, ending these phenomena arising from the influence of modern means of communication, such as the shift in values, normalization with violence, submission and humiliation, we often forget that this revolution encouraged the cultural sectors to grow, by reducing the distances between peoples and groups, it played a role in raising individuals and developing their abilities, perceptions and knowledge, it also played a role in the dynamics of society. In short, the image entered the core of the psychological and mental formation of society.

The image also has intellectual and economic effects, not to mention the culture.

Main Research elements:**First: the problem**

The research problem revolves around several questions that we try to answer in this research, namely:

1. What are the means of communication?
2. What are the effects of the means of communication and image culture on the public?
3. What are the components of the social image?
4. How to develop social identity?

Second: importance

The importance of this research lies in the spread of the means of communication and the impact of image culture on the target audience, the ideas that the picture carries contribute to penetrating the minds of the audience, develop some perceptions of social and political life for them, this research reveals the seriousness of the means of communication and the culture of the image to the public, it also explains the components of the social image and how this image works to develop the social identity of the public.

*Corresponding Author: | Email: mariam.h@sawauniversity.edu.iq

Third: Objectives

1. Know the concept of means of communication.
2. Identifying the effects of the means of communication and image culture on the public.
3. Clarifying the components of the social image.
4. Knowing the extent of the impact of the culture of the image presented by the means of communication on the development of social identity.

Scientific concepts for research:

1. Means of communication:

Communication: It is a means in which the transfer of ideas and information takes place. views of people, values, and attitudes. The means of communication are defined as tools for disseminating all kinds of information through electronic means by which the sender and receiver of the message interact in certain contents, or between two or more parties, in this interaction, ideas, information or facts, emotions, and opinions are transmitted, mental images are shared, guidance and persuasion, used to convey the message, by symbol, form or language, or it is what the media message or the channel that carries the symbols contained in the message leads from the sender to the receiver (Omar,2019). The definition of communication is a dynamic process in which a person or group of persons conveys a message that carries information, opinions, or directions, or feelings to others to achieve a goal through symbols, to achieve a response in a given condition (Hudhayfah,2013), or the context of the communication environment, regardless of the interference it may present (Saleh,2006). It was also meant by means of communication as technologies that appeared at the end of the twentieth century and the beginning of the twenty-first century, after the advent of traditional means of communication such as television, radio, cinema and newspapers, modern means of communication came to the arena: such as computers, the Internet, digital recording methods, and other modern communication technologies that almost never stop renewing and developing, continuously and continuously (Hudhaifa,2013).

2. Image culture:

It is one of the pioneering fields of scientific life, as no one can imagine life without pictures,

as it is active and influential in the market in visual art in the media, one of its most important characteristics is its high ability to control individuals, as many specialists have warned of, as it reaches and influences the long and visual memory of the individual (Jonathan,2005). It is characterized by the characteristic of influence, which is more eloquent than words, as it is used in psychological warfare, and influential advertising works (Mustafa,2006). Muhammad Al-Jabri defined it as "that consumer culture - media - audio and visual that creates consumer taste, and it is the culture of penetration provided by globalization instead of ideological conflict, it seeks to flatten awareness in order to devote a certain type of consumption to a specific type of knowledge, goods and merchandise (Qirsh,2016).

Knew (image culture) is "a set of competencies associated with the sense of sight, can be developed in the learner through vision, by its integration with different experiences that the learner deals with through the other senses, and the process of developing these competencies is necessary for learning, when developed, the visually educated person will be able to understand and interpret visual events, and the visual symbols and things that he is exposed to in the environment in which he lives, whether natural or man-made" (Ahmed,2020). It was noteworthy that one of the simplest definitions of this concept is the one that sees it as "the ability to deal with visual aids.", based on a visual imagination of the subject, and thus the process of visual thinking takes place.

3. The audience:

Defines the concept of audience: it is a group of individuals, those who watch, read, or hear any of the means or units of communication. It was also defined as a group of individuals forming a social unit, by mutual recognition of the existence of common problems, solutions should be found (Tariq,2016). It was a large group of people in all social classes and all walks of life, where it includes different individuals, in terms of their social positions, occupations, cultures and wealth, it brings together separate, distant, faceless individuals and rituals.

First: The Effects of Communication and Image Culture on the Audience:

1. The social and political influences of the image culture:

The roles played by the family, school and society have changed, by the influence of transmitted images and by the action of contemporary means of communication, that dominated the human self and shaped his social identity, it hit all the social and religious values that were well-established and approved in society. It was forbidden for anyone who transcends it. This transformation and embracing the culture of images was not secret, but rather open to all, individuals were not surprised by this invasive reality that was alien to the reality of the traditional lived society. Therefore, non-Western societies seek, in order to limit the influence of the Western image, to establish local and satellite TV institutions. It includes watching programs that contain the social heritage of their communities, such as the culture that the community cherishes, which was adopted in the education and socialization of the emerging generations, and it stems from the essence of society (Nour,2017). Socialization is no longer confined to the family, and the consolidation of social culture is confined to the school. The image and the means of communication entered the line to take a large part of the responsibility of the family in upbringing and the responsibility of the school in consolidating the social culture, but it carried with it a Western social upbringing and a foreign culture alien to the local communities.

The development of communications is the important event that stormed societies in a huge number of images, on the other hand, societies and individuals were in a state of response to what was offered to them of a mock culture. This communication development is monopolized by major countries, including America, which dominates the various means of communication, which determines the cultural quality of images, as this country fought a war of images that carry many social dimensions in its effects (Alawi,2020). It controlled all the media centres in the world that would transmit images and broadcast them to different societies, this, in turn, had a terrible impact on individuals and societies, socially and politically. Socially, through its influence on the composition of society, customs and traditions, and politically, through directing ideas and highlighting political issues that refine personalities in the political arena. The social reality of human beings is superimposed by cultural conflicts that have evolved into a

culture of images, or symbols, and it was called the war of symbols, which is an unfair war, because of the enormous and irresistible capabilities and communication capabilities possessed by the dominant state, "the social system began to gradually lose its ability to preserve its past, its values, and itself (Basem,2004).

Aristotle once said, "Man cannot think without images.", it was the one who contributes to the creation of perceptions and ideas in man (Muhammad,2006). The image is not a new event or a new phenomenon in today's society, it existed in the previous historical civilizations, however, the degree of its importance differed from what was previously, so that the degree of its importance has become high compared to what was in the past. Human life in contemporary times cannot be imagined without pictures. This proposition was confirmed by ((Roland Barthes)) by saying, "We live in a civilization of pictures" (Mustafa,2001). Image culture is a reality imposed on society by the will of individuals as a phenomenon for all that enters every home without permission. Dialogue minds and deduce ideas and control the way of thinking in the minds, the media contributed greatly to imposing the culture of images on people. Images are designed in the current era in the same two directions in terms of interaction. This characteristic is evident in communicative and psychological states, this was represented in the feedback that is not possible for the worker in the field of education or parents in families, subjugate or limit it because it can be hidden through multiple forms, in this case, the issue of influence, importance, and interaction between the eyes appears through observation or viewing, and the technique of image replay (Plato& opinions,1970).

The process of "feedback" is given to individuals who view the visual content, it was also used by programs aimed at influencing others with the TV show and what is related to this viewing. Broadcasting of natural and symbolic suggestions is one of the characteristics that transmit information. These symbolic suggestions have a strong impact if they are linked to the local culture, especially with regard to courage or chivalry, or with regard to national emblems (Roland,2001). Satellite television has become dominant in all parts of the planet and is concerned with

influencing people's ways of life, a free space of broadcasting, open without restrictions, so that the local cultures of societies are subject to a systematic invasion of globalization and its tools, the most important of which is (image culture), because of the limited and lack of possibility of communication between local cultures, western international channels have become crowded with viewers and a great demand for them, because of what it displays of attractive and exciting images that target the youth group, that works to reformulate human consciousness in the image, follow the policy of displaying picture stories (films), it became a social phenomenon with its own character and identity at the beginning of the twentieth century (D,1965). Educational institutions began to participate in their work and took a large part of them, which negatively affected the performance of local educational institutions, it became suffering from this interference that contradicts her methodology. The images that reach a person who is in the process of learning affect him and leave him with a psychological impression that is hostile to what is prevailing in society.

The images displayed on the screens that a young child watches are far from childhood, that a person must go through in his social upbringing. The influence of image culture on children's mentality and personalities is very clear, and this is what we notice through the behaviour they practice, it reflects the theory of "imitation and imitation", as the child imitates all the images shown to him through various films, on the other hand, the mother's direct influence on her children, psychologically and educationally, has been lost, this has given a great responsibility to the family and the school, to intensify efforts to reduce the impact of image culture on young people, not to allow pictures to spoil the childish behaviour of children, to help children and enable them to live the childhood stage as it is, which develops their mental abilities and adjusts their social behaviour in accordance with the expectations of society. The parent's responsibility is to determine the quality of the pictures and programs that the children watch, trying to rearrange her influence and her previous role in childcare, where they imitated her in her movements, played alongside her, and activated the limited imitation instinct of parents for their behaviour and actions. A good example leads to a good upbringing, and a bad

example leads to a bad upbringing. The blame for the delinquency of the young lies with the parents who abandoned their children to the invasive culture to raise them, they had to consolidate the local religious and social values and take care to pass on the local culture to generations, if the parents succeed in this educational and psychological task, the children will be free from the domination of images and enjoy childhood life in all peace (Argyie,1972).

The impact of communicative development through (the picture) on education has increased significantly, where the changes brought about by this development helped in the existence of major changes at the local and global levels, the wide world became close to each other and more connected between its different parts (societies). As cultures and sciences exchanged in all walks of life, and the emergence of ideological conflicts in the local communities after their culture was closed and fortified and closed to everything that is foreign to its values and principles. The culture of the image and its communication tools has caused the spread of behavioural patterns that are alien to social reality. Regardless of the extent to which it is accepted or rejected by non-Western societies, took a global pattern that transcends all spatial boundaries, it directly affects individuals as well as the degree of stability of societies (Muhammad,2004).

3. Cultural and Economic Influences:

Culture was the view of assets and human life, and it is the attitude towards all of this. The situation may revolve around established values, artistic symbols, ideology, or behaviour (Ahmed,2004). There was no personal or individual culture in its strict sense. Culture is by its nature acquired from others. It was a result of social dialogue, as it requires a communication process (communication), (others, history, the surroundings of what it contains, the global community), it crystallizes as a result of experience, as individuals pass on previous good experiences from other individuals who preceded them. The truth about culture lies in 'metaphor'. Individuals were in constant contact with the world through information and images (Yas Khudair,2001). The "cultural invasion" constitutes a clear and serious challenge to the educational system, as it puts pressure on his practices, the globalization and globalization of curricula has

become a phenomenon that has an impact on societies (Saad,1979), where images have a place in the global social reality, and in the collective human conscience, by the effect of the visual display, this visual presentation of the stories carries in its content multiple messages directed and formulated to achieve (cultural guidance), it seeks to build the global cultural system and chart its paths according to the goal formulated by its creator. The images have many direct cultural influences, as individuals have become accustomed to imitating the enemies through the images that reach them, "but people begin to defeat from within when they start to imitate their enemy.", means the concept of "cultural invasion", domination of people's minds and coping with the enemy through imitation, then people will be submissive and weak and easy to control (Mark,2004).

Western culture marginalizes the cultures of other societies, limiting sub-identities to slogans such as "global citizenship", "universal individualism" and "universal values", by its productive and material possibilities of the instinct of culture, it was not like cultural values, so I understood the western countries, including (America). The original culture is limited by its nature and is incapable of that, therefore it sought to replace it with another of greater effectiveness. Film institutions, including "Hollywood" and advertising institutions were commissioned, to spread decadent and non-value cultures (sex, violence, interests, backward standards) and promote immoral values (Suleiman,2007). The promotion of what is simple and available is compatible with developing societies because they aspire to laziness, lethargy and amusement (Muhammad,2006). There was no doubt that youth in societies are the group most affected by the clash of cultures. The dominance of foreign ones in the walks of life through communication means and the culture of images, this was what we see clearly through the way of dressing, eating, speaking and having fun.

Second: the components of the social image.

The importance of images appears by relying on the multifunctional "pictorial description" and placement in the context of meaning. It includes a function that determines the start and end of the event, and a function that determines the event when the viewer enters the description of the context of the event

(Abdel-Jalil,2004). The image that represents the forms of people and shows tools, furniture and clothes, which they use and which expose their social and psychological structures, as a cause, effect and symbol (Hans,2003). The image was a fixed form according to the perception of the recipient's eye, of all kinds, a form that represents humans, animals, inanimate objects, manuscripts, or various drawings. The image was of several types, including (artistic, photographic, advertising, caricature, icons), and below we review the most important components of the image (Jose,2002):

1. An iconic aspect: it involves any form that represents (human, animal, plant, inanimate objects), in the sense of forming an iconic emblem to represent the person.
2. A plastic aspect: it develops on colour, picture frames, the angle of cutting pictures, the accuracy of clarity, and the degree of lighting.
3. A linguistic aspect: it includes the language of the titles and the words that the pictures carry.

The image includes a number of elements that represent expressive relationships through which objective and subjective elements emerge, when a person sees the image, he notices several elements, including (artistic, technical, philosophical, aesthetic and social) (Salah,2003). There were those who identify other components of the social image and define them in three aspects: (Jonathan,2005):

1. Perceptual aspects: It includes information and data in the image, and data from information that refer to a subject or something.
2. Behavioural aspects: These aspects involve the process of siding with one group at the expense of another group in the behaviour of individuals during demonstrations.
3. Emotional aspects: It involves formulating attitudes in two directions, either positive or negative, towards the subject related to the image.

Third: How to develop a social identity?

The formation of social consciousness is an issue that many sociologists have struggled with. Its foundations were analyzed on the social and psychological level. Many research empirically in "social action", including the results reached by ((George Herbert Mead))

(Ali,2013), which left a clear impact in this regard and showed that the personality of the individual and his identity is formed through contact with others, each individual has a personality that has itself and does not represent a reflection of the environment, but it has adapted to the environment and its environment and is working to rebuild this environment. Many similar studies followed this study, the results of these studies confirmed that human behaviour is due to a structure centered on collective rules and standards, to appear consistent and harmonious in the opinion of the individual and in the opinion of other individuals, so awareness represents "social action" because it is anchored under a "normative cognitive structure" obtained through culture, value systems, and rules of behaviour, where it was supposed to take from it and give it, the "cognitive structure" includes cultural patterns that act as guides to action and serve as the "structural elements of identity"(Wissam,2009). The cognitive normative structure is an important template in the formulation of social identity, individuals harmonize in its midst through socialization in the family, school or society, because she possesses persuasive qualifications and in the case of anomalies, it exercises some deterrent penalties, whether positive or negative. Punishment was not limited to one aspect, but several aspects, including ((economic, physical, and social punishment), as (((cultural patterns))) work on one common denominator important for the cohesion of the group bears the title of social control, it ensures molding the various behaviours of the prevailing pattern, and then consciousness is formulated on this basis (Abdul,2017).

Conclusions

The culture of the image hit all the social and religious values that were well-established in society. Upbringing is no longer confined to the family and school, as the image and means of communication are a large part of the process of socialization. The effect of the image is very great on children, especially what appears in their behavior when imitating what is seen in the means of communication. An image that has a place in the global social reality, especially in the collective behavior of individuals in imitating many behaviors that do not correspond to the customs, traditions or religion of society.

Suggestions

Censorship by government agencies on the means of communication and the contents they display that negatively affect society. The family's interest in children, their guidance, education and upbringing in a manner that is appropriate and consistent with society.

References

1. Ahmed Ismail Hajji, *Developing Education in a Time of Challenges (The Crisis and Future Aspirations)*, 1st Edition, Dar Al-Nahda Al-Masria, Cairo, 2004.
2. Ahmed Gamal Eid, *The Computer Between Technology and Plastic Creativity*, Giza, Dar Al-Zayat for Publishing and Distribution, 2020.
3. Plato, *His Philosophy and Opinions in the Virtuous City*, 1st Edition, Beirut Publishing House, Lebanon, 1970.
4. Bassem Muhammad Wali and Muhammad Jassim Al-Obeidi, *Social Psychology*, 1st Edition, Dar Al-Thaqafa for Publishing and Distribution, Amman, Jordan, 2004.
5. Hudhaifa Abboud Mahdi Al-Samarrai: *Modern means of communication and their impact on the family*, the second international conference, which is held by the College of Islamic Sciences, Samarra University, 2013.
6. Jose Maria, *Literary Language Theory*, translated by Hamed Abu Ahmed, 1st Edition, Dar Al-Gharib for Printing and Publishing, Amman, 2002.
7. Roland Barthes, *Image and Media Influence*, translation, Abdul-Jabbar Al-Ghadhban, 1st Edition, Dar Al-Thawra for Printing and Publishing, Yemen, 2001.
8. Saad Labib, *Long-term Radio Planning*, a group of lectures at the Faculty of Information, Cairo University, 1979.
9. Saleh Khalil Abu Sabaa: *Communication and Media in Contemporary Societies*, 5th Edition, Dar Majlawi for Publishing and Distribution, Jordan, 2006.
10. Salah Fadl, *The Structural Theory in Literary Criticism*, 1st Edition, The Egyptian Authority for Printing and Publishing, Cairo, 2003.

11. Tariq Abdel Raouf Amer and Ehab Issa Al-Masry, *Visual Thinking: Its Concept, Skills, Strategy*, Amman, Dar Al-Manhal, 2016.
12. Abdul-Jalil Kazem, *The dialectic of globalization between choice and rejection*, 1st edition, Center for Arab Unity Studies, Beirut, 2004.
13. Abdul Ghani Imad, *Sociology of Identity, Dialectics of Disintegration and Reconstruction*, 1st edition, Center for Arab Unity Studies, Beirut, 2017.
14. Alawi Amira: *Theoretical Approaches to Audience Studies*, University of May 8, 1945 Listing, College of Humanities and Social Sciences, Department of Information and Communication Sciences and Library Science, 2020.
15. Ali Abbas Fadel, *The Image in International News Agencies, Between Appeasement and Persuasion*, 1st Edition, Osama House for Publishing and Distribution, Amman, 2012.
16. Omar Abdel Aziz Hilal: *Social media and their rulings in Islamic jurisprudence*, Dar Al-Kutub Al-Alami, 2019.
17. Qirsh Al Saadia, *TV Image Culture*, Algeria, Arab Journal of Humanities and Social Sciences, No. 24, 2016.
18. Mark Augie, *Culture and Transition*, translated by Howayda Ismail, 1st edition, The Egyptian General Authority (National Books and Documents House, Cairo, 2004).
19. Muhammad Jassim Wali and others, *education and training techniques and training programs*, 1st edition, Dar Al-Jamahir, Sebha, 2006.
20. Muhammad Jassem Wali, Alaa Muhammad Ismail Al-Sharif, *Child Culture*, 1st Edition, Dar Owaid for Printing and Publishing, Amman, 2006.
21. Muhammad Jassim Wali, Muhammad Jassim Al-Obaidi, *Social Psychology*, 1st Edition, House of Culture, Amman, 2004.
22. Mustafa Hijazi, *The Siege of Culture*, 1st Edition, Dar Al Millions for Printing and Publishing, Beirut, 2001.
23. Mustafa Mohamed, *Distance education and the development of conscious thinking among children*. Arab Childhood Magazine, Issue (27), Kuwait, 2006.
24. Nour Al-Huda Obada, Farouk Ahanani: *Evolution of Approaches and Research for Media and Communication Audiences*, Political Orbits Magazine, Volume 1, Issue 1, 2017.
25. Hans Peter, *The trap of globalization as an assault on democracy and prosperity*, translated by Adnan Abbas, 1st edition, Knowledge World, Kuwait, 2003.
26. Wissam Fadel Radi, *The Role of Satellite News Channels in Shaping the Media and Political Image in Iraq*, Media Researcher Magazine, Issue (5), Baghdad, 2009.
27. Yas Khudair Al-Bayati, *Satellite Channels - One Culture and Image Authority*, Center for Arab Unity Studies, Arab Future Journal, Issue 267, Beirut, 2001.
28. Suleiman Arabiyat, *Higher Education Strategy in the Shadow of Globalization*, 2007 (www.bboth.21.minbor.com).
29. Argyie Ivonerbal communication in Lumonsociai in t. Tideled Numbered Communcation New York Combiridy, 1972, p 621.
30. D. Addigton, *The Relationships of selected vocal characteristics to personality perception speech*. IVAN. PRESTON, University of Wisconsin. 1965. Pp 492-503.
31. Jonathan, B. (2005). *Visual Culture*. Retrieved from: <http://WWW.enceclppedia.com/doc/102>.