AGE APPROPRIATE CHILDREN'S SONGS IN ARMENIAN

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ABSTRACT

There are hardly any decent Armenian songs suitable for 8-12-year-old preteens in Armenia. The lack of songs specifically written for children results in preteens listening to adult songs instead. The latter contain mature lyrics that can affect kids both mentally and psychologically. Only a decade ago, Armenian music scene was full of children's songs, but there has recently been a drastic change in the music industry of Armenia. For this capstone project, I have created a mini-album that includes one original song targeted at pre-adolescents, along with some of the already existing good children's songs by other authors that I have tried to render in my own way. My renditions of these songs feature modern sound typical for what children in Armenia normally listen to.

INTRODUCTION

Generations ago, the music that children consumed used to be educational, motivational and moral-developing. Those songs usually came from cartoons of that time period or were, as such, bedtime nursery rhymes specifically composed for kids. Musical compositions such as Mraphik (2008, Aharonyan) and My Little Boat (2005, Hakhverdyan) were two of the most popular songs in the 2000s in Armenia, and those songs happen to be children's songs. Mraphik (or The Night Told a Fairy-Tale) is a lullaby which most of the people born in the 90ies

remember by heart even now. My Little Boat is from Hakhverdyan's Songs for Children 0 to 100 LP and is about a boy creating a paper-boat and wondering how can it float in the sea.

The lack of age-appropriate songs these days leaves children with nothing but obscure music from Armenian TV shows or Armenian (usually adult-targeted) pop songs. When influenced by those songs, it can be difficult for a child to independently gain the experience necessary for their next stage of his/her psychological development.

The problem is two-sided here. Firstly, there are no fresh, up-to-date songs for children and secondly, even if there were songs like that, children are busy with other activities such as video games and TV-shows. And this creates an endless loop – as there is no music suitable for children in Armenia, they turn to other activities and as they have other more fun activities they do not care about consuming good music.

This research uncovers the reasons why artist no longer create songs for children as compared to the early 2000s when the music industry in Armenia was mainly centered around children's songs. Furthermore, the research discloses the influence of music on children and their development. For the creative part of the capstone, I am going to compose songs mainly targeted at children and to recreate a repertoire of good preteen music from the past.

LITERATURE REVIEW

This literature review is ordered by the development of the topic. The first half consists of the analysis of the negative influences in pre-adolescents' every-day life. It discusses the ways pre-teens use to seek their information and the effect of video games on their everyday life. The second half - the primarily focus of my capstone – introduces the impact of music and song lyrics on pre-adolescents. It shows how harmful the easily-accessible media can be, and discusses the ways it can be filtered or improved.

How do pre-adolescents seek information?

To find out information about the daily life of preteens, it is important to understand in what ways do they search for their every day knowledge. In their journal article, Meyers, Fisher and Marcoux (2009) have collected data, studies and interviews examining the ways and sources that preteens use to seek knowledge and information. In *Making Sense of an Information World* (2009), they analyze a study done by Shenton and Dixon (2003). Based on interviews with 188 students aged seven to seventeen in a town in Great Britain, they suggest that children of all ages turn to adults and peers for information. Moreover, their research shows that there are three general social types that pre-teens consider when choosing a person for their information need - people of convenience, friends or peers of comparable experience, and experts such as teachers. However Meyers, Fisher, and Marcoux argue that very little research has been done in relation to the matter of youth searching for knowledge outside of school. This is one of the reasons why many preteens are confused about collecting their information and finding a better source for it. They eventually end up accepting whatever information they come across.

In her book *Children Television Perspective* (2007), Lemish touches upon the same issue. According to Lemish's findings, pre-adolescents are greatly influenced by the popular media and use it as their main information source. In her book, she mentions that "pre-adolescents reported frequent encounters with a sexual material in the media, valued the information received from it, and used it as a learning resource." (Lemish, 2007, p.116-117) Being exposed to all kinds of materials in the media, children can come across to other materials inappropriate for their age as well and be negatively influenced by those.

What do pre-adolescents do after school?

Nowadays, children's after-school activities have switched from playgrounds and outdoor games to electronic devices and social media which have become the main daily information source for pre-adolescents and adolescents. According to The NPD Group research (2018), the percentage of 2-17 years-old children who play video games has increased to 91.

Black and Reich (2012) explore how video games and virtual world games impact young people's learning. In *Culture and Community in a Virtual World for Young Children* (2012), they discuss how a popular video game/virtual reality game called Webkinz World, created mainly to attract six to thirteen-year-old children, affects the daily lives of children. Millions of children play Webkinz World every week, and it has become a significant part of their daily life. It has gained all of the attention of children and has taken over most of their daily time.

There are many violent games available and easily accessible for children. While playing those games, children start to associate violence with pleasure because they win the game by killing. Games such as GTA, Fortonite, Red Dead, Postal 2 require pre-teen and teen players to kill characters multiple times. Also, Black and Reich argue that children might get addicted to

those video games because they get instant rewards every time they succeed in winning the game. Their research shows that many resources are being used to create these video games and, unfortunately, if addicted to those games, children can eventually harm themselves. Despite being harmful to children, the abundance of those video games leaves no place for art and good music in children's lives.

How does music influence pre-adolescents?

Witchel (2010) explains the impact of songs by correlating and connecting science and psychology. He mentions that music is a powerful tool that influences people's behaviors and plays with their minds. In his book *You Are What You Hear*, Witchel warns that being exposed to wrong music can be harmful to one's mental health. Based on many psychological studies he unfolds why do some songs make one angry and sad, while other songs make one happy.

Similarly to Witchel's points, according to an article from The American Association of Pediatrics (2009), popular music and its message can be a threat to children and can negatively affect their behaviors and emotions. The authors of the article suggest that parents should be concerned about their children being exposed to explicit songs with their references to violence, sex, drugs, and depression. According to their research, explicit music videos and song lyrics can cause significant psychological changes in children's lives. Based on their studies and surveys, some lyrics communicate potentially harmful health messages, whereas certain behaviors of teens are linked to the type of music they prefer to listen to.

According to one of their studies, an estimate of 70% of American teens spend from 30 minutes to two hours a day watching music videos on music TV channels such as MTV. Their study further identifies that over 75% of those music videos include or hint some sexual content

in them. More than 50% of music videos depict violence and aggressive actions. In particular,

Rap music videos are full of alcohol representation and smoking behaviors. Such music videos

can be traced in Armenian rap/pop song culture as well. Furthermore, according to several

studies regarding the reactions of boys exposed to violent rap song lyrics and music videos, the

authors indicate that the participants of the study reported an increased probability that they

would engage in violence and accept the use of violence, as opposed to the other participants

who were not exposed to these songs. (*Impact of Music on Children and Youth*, 2009). Their

research also shows that music videos trigger adolescent girls to develop beliefs in false

stereotypes about their appearance and weight.

Similarly, Bickford (2012) thoroughly examines Disney Channel songs that have a

significant role in "tween" music industry. Disney Channel is a television network full of musical

TV-shows targeted at children aged 3-16. Bickford focuses on the period of 2005-2009, when

"the tween music industry in the US emerged as a major economic and cultural force"

(Bickford,2012, p. 418) Bickford is one of the first authors to do a scholarly analysis on

contemporary "tween" music industry, addressing the rise of pre-adolescent music products such

as Hannah Montana, Jonas Brother, High School Musical.

Can songs be improved?

Roy Shuker's study (2008) explores the history and the meaning of rock and popular

music and their impact on people. In *Understanding Popular Music Culture*(1992), he analyses

the messages that popular songs convey and the impact of new technologies on the music

industry. His research covers many aspects of popular music including music production, music

distribution, and music consumption. He uses various case studies to examine the music industry, songs, lyrics, public performances, genres, fans and the notion of 'pop star.' He argues that although pop music has only become louder and not necessarily better through the course of time, it hasn't always been the way that it is now.

In most of the cases it is the lyrics in the songs that can harm and influence the listeners. In his songwriting book, Pattison(1992) refers to lyric writing as "a technical art" and argues that modern songs lack it. According to him, it is by practice that one gains a stronger technical ability to better express ideas in a song. Furthermore, he explains the art of rhyming and rhythm and gives a full explanation about how those work and make the listener feel the music even better. Writing Better Lyrics (1992) provides various exercises which can assist the reader to learn more about the art of lyrics-writing, generate better ideas, create emotional impacts, and have more effective titles and much more. He also gives techniques for analyzing other songs and lyrics.

RESEARCH QUESTIONS

In the developing world of social media, violence in video games and in music videos, it is crucial to understand what are the influences of preteens in Armenia. Looking from the aspect of music, my research questions are centered on what do pre-adolescents in Armenia listen to and how do the songs they listen to affect them. What are the reasons why children nowadays lack good music as compared to a decade ago when music industry was full of children's songs.

Furthermore, my research includes analysis of what Armenian children look for in a song. If the musical component of the songs is what they play closer attention to, rather than the message of the songs, then why don't children listen to songs with better message but with same type of music arrangement and genre?

METHODOLOGY

Interviews with children an parents

To understand the life of preteens, their music preferences and what do they like about a song. I have conducted interviews with several school children 8-12-years old from Mkhitar Sebastatsi educational complex. One section of the interviews were conducted seperatly, the other part was done through group interview.

I have also conducted interviews with some parents of the same school children. The interview questions were mostly about their children and their musical influences. Some questions were also about their own musical taste.

Interviews with Psychologists

Psychology professors from American University of Armenia, Khachatur Gasparyan and Tatevik Araqelyan were asked questions about the psychological development of a child. More specifically they talked about whether the type of music children listen to can mentally affect them and their psychological development or not.

Creative Work/ Music EP

Based on the interviews held with children and their parents, I created 5 songs targeted to children specifically. Each one of the songs has a distinctive message to it. The first song called Իմ փոքրիկ Նավակ (My Little Boat) is a representation of a song with an age-appropriate lyric but with modern sound- something that children look for in a song.

The second song is Առաջին Ձյունը (First Snow), it is based on an outcome from interviews with parents who are concerned about losing their relationship with their children.

The third song of the album is an original song called [Ճանապարհը (The Road)](#) and its lyrics is written based on the interviews conducted with the Armenian psychologists and their ideas of what an age-appropriate song should contain in its message.

The fourth song – [Մրապիկի երգը](#) (Mrapik's Song or The Night Told a Story), is a representation of a musically advanced song that has beautiful note-combination patterns which are lacking in popular music that children listen to.

The genres of the songs are based on interview answers from the children and their samples of songs they prefer to listen to.

Additional Interviews

Another case of interviews will be held with school children after the songs are completely ready. The songs will be played for the children and their reaction will be noted. After they listen to the songs created during this research project they will answer more interview questions for further research and development of the topic in the future.

RESEARCH FINDINGS

Song 1: Same Sound, Better Lyrics

Within the framework of my research and interviews, 9-11-year-old Armenian students were asked to play their current favorite song. Next, after demonstrating a song of their choice, they were told to share what, in their opinion, the song was about and what they liked the most about that particular song.

Rap songs by Russian hip-hop artists turned out to be the most popular type among children (boys and girls alike). Some of the songs they played contained cussing and triggered violence and use of drugs. "Lyrics have become more explicit in their references to drugs, sex, and violence over the years..." (G. Fuld, D. Mulligan, T. Altmann, A. Brown, D. Christakis, K. Clarke-Pearson, B Dreyer, et al, *Impact of Music, Music Lyrics, and Music Videos on Children and Youth,* 2009). Back in my pre-teen years, songs were not as explicit as they are now.

A recent report done by NHS Digital (2018) shows that there has been a significant increase in mental emotional disorders in children of 5-15 years old, as compared to 2004 (Mental Health of Children and Young People Survey, NHS Digital, 2018). The drastic increase in depression, anxiety and many other mental disorders indicates the crisis of children's mental health nowadays. If children get more depressed over the course of time, then depressing songs they listen to make their mental health even worse.

Survey answers received from a number of Armenian children also shows that they associate song lyrics with the song's music video. Especially when the lyrics are in a foreign language, they subconsciously think that the song is about whatever is depicted in the music

video. So when asked about the meaning of the song, they immediately started talking about what they had seen in the music video and not the actual lyrics. "...Research has reported that exposure to violence, sexual messages, sexual stereotypes, and use of substances of abuse in music videos might produce significant changes in behaviors and attitudes of young viewers." (Gilbert L. Fuld, Deborah A. Mulligan, et al) If the songs are not age-appropriate for children, then music videos that produce explicit images in children's minds are unhealthy as well.

However, during the interviews, children claimed that those songs did not affect them and that they did not really care about the lyrics of those songs. They said they were more interested in the overall vibe of the song and would usually start to pay a closer attention to the lyrics only if they really loved the song. In contrast to children's ideas, the teachers of those students later argued that those lyrics had in fact negatively affected the kids since they noticed a similar slang in those children's lexicon.

Overall, my findings indicate that most children in Armenia do not care about the lyrics of the songs they listen to; yet, the "bad" language in those songs does affect them mentally.

As a solution to the problem, I created a song with a somewhat modern sound (close to what children these days are most interested in), but contrary to what they listen to, the song contains more age-appropriate lyrics and is specifically targeted at children.

The most popular songs that the Armenian children listen to (according to the latter interviews) usually have repeating melodic patterns, a simple beat and accompanying synths. The lyrics are minimal and full of repetitions. The first song in this project is a result of following this kind of structure but with more meaningful lyrics.

The song is a remake of [My Little Boat](#) (*For the Children from 0 to 100 Years Old*, 2005) by Rouben Hakhverdyan. The lyrics are written by Suren Gyulkhasyan, and it is a story about a boy who makes a paper boat and wonders about its way into the big sea. The reason why I chose this song is because I think it has sincere, heartfelt and kind lyrics and children can only benefit from it.

Song 2: Parent-Child Relationship

Nature (the genes) and nurture (the environment) are the two key factors in children's development. Many people think that nurture is defined by how parents raise their kids. However, nowadays children have swapped learning from their parents with learning even far more from their peers. Spending time with their peer group is what forms children's behaviors and values for future life these days

Judith Rich Harris' theory of nurture assumption explains that " ...parents are the most important part of a child's environment and can determine, to a large extent, how the child turns out." (p. 14, The Nurture Assumption, 2009). However, peer pressure on children has been increasing and becoming almost uncontrollable for parents.

During my interview with Armenian parents of 8-12 year-old children, parents raised their concerns about peer pressure. They mentioned that their children were influenced by their peer groups in the context of which age-inappropriate songs were considered popular. "The world that children share with their peers is what shapes their behavior and modifies the characteristics they were born with, and hence determines the sort of people they will be when

they grow up."(p.185, The Nurture Assumption, 2009). The influence of fellow peers is drastic and in some cases even adverse. The interviewed parents were worried that their children, influenced by their peers and the lyrics of the songs they listen to together, would start to manifest bad behaviors.

Most of the parents said that they would want their children to listen to songs about the nature, moral values, respect, parent-child relationship. Another popular proposal was to turn well-known poetry into songs so that kids could also learn a poem while listening to the song based on it.

While collecting all of this information from parents, I created a song called "The First Snow". The lyrics are based on Hovhannes Tumanyan's poem "The First Snow". This poem features a parent-child relationship and also represents the nature in a metaphorical way, which is precisely what the interviewed parents imagined a good children's song should be like. The song is about a kid who sees snowflakes for the first time ever, mistakes them for white butterflies and feels excited to tell his/her parent about this.

Song 3: Emotional Impact

In contrast to what most of the interviewed parents think, psychologists suggest that sometimes the problem is behind parents themselves. To understand the other side of the coin, I interviewed two psychologists Khachatur Gasparyan and Tatevik Arakelyan who are lecturers at the American University of Armenia.

Gasparyan mentioned that he has dealt with many cases when parents approach him about the behaviors of their child. As Gasparyan put it, there are many cases when parents think that friends and peers are negatively influencing their child when, in reality, their child is the one promoting the wrong behaviorism. This means that sometimes the solution is in parents themselves and they need to be more careful about their own lives and become examples for their children.

Arakelyan expressed similar thoughts. Blaming peers for the behavior of their child sometimes is a total mistake that parents usually make, which can be what ruins their relationship with the child. Moreover, she mentioned that besides music, there are also many other factors in children's life that affect negatively on them as well. Arakelyan expressed her thoughts about today's music and how it sends negative and dark messages which can cause depression and anxieties. She stated that it can be fixed through parents and the same type of songs but with different messages

She suggested that a suitable song for preteens could be about an issue, a struggle from their daily life but with a twist at the end that triggers hope in children. In that way, the song can represent their true feelings but also work as something that redeems their harsh emotions and anxieties.

Following these psychologists suggestions, I wrote a song that is about struggles that children deal nowadays, but in the chorus, it gives a possible solution to the struggle as Arakelyan advised. The song is called [«Ճանապարհ» (The Road)](#) and like the rest of the songs from the album has a modern sound to it with acoustic guitars and a hip-hop beat.

Song 4: Better Musicality

Most of the popular songs nowadays that children consume are minimalistic and repetitive in their chord progressions, note-combinations and arrangement. The third song that I have recreated is called "The Night Told a Story" or "Mrapik's Song." The lyrics are written by Hermine Stepanyan and the music was composed by Martin Aharonyan. It is originally a bedtime lullaby but in the early 2000s it became one of the most favourite songs among pre-teens and teens. One of the reasons for that could be the melody, the chord progressions and note combinations that Aharonyan created for this song. Unfortunately, songs these days lack that kind of musicality in them. I have recreated the [Mrapik' Song](#) by adding a modern touch to it but keeping the beautiful melodies and the chord progressions the same.

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APPENDICES

Song 1: Իմ Փոքրի Նավակ (My Little Boat)

Lyrics by Suren Gyulkhasyan, Rouben Hakhverdyan.

Music by Rouben Hakhverdyan

Music Arrangement&Audio Production by Mariam Mirzoyan

Vocals by Mariam Mirzoyan

Song 2: Առաջին ձյունը (First Snow)

Poem by Hovhannes Tumanyan

Music and Audio Production by Mariam Mirzoyan

Song 3: Ճանապարհիր (The Road)

Written and produced by Mariam Mirzoyan

Song 4: Մրապիկի երգ (Mrapik's Song)

Lyircs by Hermine Stepanyan

Musiv by Martin Aharonyan

Music Arrangement&Audio Production by Mariam Mirzoyan

The album is available in this Google Drive Folder:

https://drive.google.com/drive/folders/1-9aW5QWl3WDVKkWftPfdek45Mdt_nLIU

LYRICS WITH ENGLISH TRANSLATIONS

1) «Իմ փոքրի նավակ»

"My Little Boat"

Պատրաստեց փոքրիկ տղան
Մի ճերմակ, թղթե նավակ,
Իջեցրեց նավակը նա
Գետակի ալիքների վրա:

Իմ փոքրիկ նավակ
Իմ փոքրիկ նավակ
Կհասնե՞ս արդյոք
Ծովին կապուտակ:

Իմ փոքրիկ, փոքրիկ նավակ
Ո՞ւր ես դու, ո՞ւր ես լողում,
Ո՞ւր են քեզ, ո՞ւր են տանում
Գետի ալիքները խելագար:

Արեգակն անհետացավ,
Ամպերի ետևն անցավ,
Երկնքից անձրև թափվեց
Ու փոքրիկ գետակը վարարեց:

Իմ փոքրիկ նավակ,

Իմ փոքրիկ նավակ,

Դու հասա՞ր արդյոք

Ծովին կապուտակ,

Թե՞ ճանապարհին

Խորտակեց քամին

Եվ դու քնեցիր

Գետի հատակին…

The little boy crafted

A white paper boat.

He slid the boat

On the waves of the river

My little boat

My little boat

Will you reach the bluish sea?

 My little boat,

Where are you? Where are you floating?

Where are they, where are they taking you -

Those crazy waves of the river?

The sun disappeared

And hid at the back of the clouds.

The rain fell from the sky.

And the little river overflowed.

My little boat

Did you reach the bluish sea?

Or did the wind drown you?

And you fell asleep

At the bottom of the ocean.

2) «Առաջին ձյունը»

   "First Snow"

– Վա՛յ, մայրիկ ջան, տե՛ս`

Բակն ու դուռը լի

Ինչքա՛ն սպիտակ

Թիթեռ է գալիս…

Այսքան շատ թիթեռ

Ես չեմ տեսել դեռ:

– Չէ, ի՛մ անուշիկ,

Թիթեռներ չեն դրանք,

Թիթեռներն անցան

Ծաղիկների հետ։

Այդ ձյունն է գալիս,

Փաթիլն է ձյունի,

Որ կարծես սպիտակ թիթեռնիկ լինի։

-Oh, mummy, look!

So many white butterflies are flying

All over our yard.

Never have I

Seen so many butterflies!

-No, my sweetie,

Those aren't butterflies.

Butterflies flew away

With the flowers.

It is the snow.

The flakes of the snow

Which look like white butterflies.

3) «Ճանապարհը»

"The Road"

Ընկերներդկորած սոց ցանցերում՝ իրենց են փնտրում:

Բայց մոլորված, չգիտեն որ եռ-եռ են քայլում, Էկրանից են նայում

Բայց դու գիտես, գիտես

Որ դեռ ժամանակ ունես

Արի դուրս գանք էս ամբոխից:

Մտածենք,սովորենք նորից:

Արի գնանք, փնտրենք ճանապարհը մեր:

Խախիերի մեջ ընկերներդ մոռացել են թե որտեղ են

Կարծում են թե զվարճանում են, բայց հետո շատ շուտ ձանձրանում են

Դու գիտես, գիտես

Որ դեռ ժամանակ ունես

Արի դուրս գանք էս ամբոխից:

Մտածենք,սովորենք նորից:

Արի գնանք, փնտրենք ճանապարհը մեր:

All of your friends are lost in social medias, trying to find themselves

But they are off-course and they can only see through screens.

But you know, you know

That you still got time

Let's get out from this crowd

Let's think, learn from scratch

Let's go, and seek for our road

Lost in video games, your friends have gone astray, they forgot where they are

They think they're having fun, but soon after they get bored quickly

You know, you know

That you still got time

Let's get out from this crowd

Let's think, learn from scratch

Let's go, and seek for our road

4) «Մրափիկի երգը»

"Mrapik's Song"

Ես մի արև նկարեցի,

Զարաննի դուրս եկավ,

Արևը սարից ելավ, արևն ամպից ամպ թռավ,

Հետո մի ուրիշ սարից գլորվեց ու քուն մտավ,

Փակ աչքերով արևն երազում գիշեր տեսավ,

Գիշերը հեքիաթ պատմեց աստղերի, լուսնի մասին,

Լուսնից փոքիկ շող պոկվեց, կաթաց երկրի երեսին,

Գիշերը հեքիաթ պատմեց աստղերի, լուսնի մասին,

Լուսնից փամփիկ շող պոկվեց, կաթաց երկրի երեսին,..

Ես մի մեծ գաղտնիք գիտեմ,

Հիմա ձեզ էլ կպատմեմ;

Գիշերը պիտի քնես, որ աստղերը հյուր գան քեզ,

Ու մի օր էլ քո բարձին կտեսնես լուսնի շողիկ,

Ու նրա հետ միասին կնստեք ամպի ուսին,

Ու նրա հետ միասին կնստեք ամպի ուսին,

Գիշերը հեքիաթ պատմեց աստղերի, լուսնի մասին,

Լուսնից փոքիկ շող պոկվեց, կաթաց երկրի երեսին,

Գիշերը հեքիաթ պատմեց աստղերի, լուսնի մասին,

Լուսնից փամփիկ շող պոկվեց, կաթաց երկրի երեսին

INTERVIEW QUESTIONS

Children:

1) What kind of music (genre of music) do you listen to the most?

2) When you listen to a piece what catches your attention the most? Lyrics? Melodies?

   Beat?

3) What should a song contain in it so that you like it?

4) What should the song be about? (Your interests)

5) Do you listen to songs alone or with friends?

6) How/where do you find songs to listen to?

7) Can you recite a line from the lyrics of one of the songs you listen to?

8) Name your favourite artist and favourite song.

9) Do you prefer Armenian, Russian or English songs?

10) Play your favourite song.

Parents:

1) What kind of songs do you listen to at home?

2) Are you curious about what you child listens in their daily life?

3) What kind of lyrics would you want your children to listen to?

4) What concerns do you have about peer pressure?

5) Do you think your child's peers can sometimes negatively affect his/her behaviours?

Additional interview questions for children:

1) In your opinion, what were the songs about?

2) What did you learn from the songs?

3) Will you listen to songs like this more often?

4) Did you like what you've heard?

5) What would you want to change in those songs?

Psychology professors:

1) Have you ever had a case when a client approached you about their child's worsened behavior that was affected by his fellow friends?

   What suggestion did you give to them?

2) In your opinion how do the songs that children are exposed to affect them later in the future?

3) How should a parent control what their child listens to?

   In your opinion should parents ban their children from explicit music?

   (How can they do it without making it appealing?)

4) What should the songs be about to be convenient for 6-13 year-olds and go parallel with their psychological growth.

5) Does listening to explicit songs and consuming materials targeted to older people affect (accelerate) children's psychological growth and how bad is it?