

OPPORTUNITIES FOR THE ORGANIZATION OF MEDIATA EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

Today, modern preschool children are actively interested in information and communication technologies, and many of them have already mastered to some extent some of the tasks of the tablet, personal computer, sensory phone and Internet capabilities. Therefore, it is natural that the use of medial tools to stimulate the cognitive interest of preschool children in a particular area of medial education is a potential fruit.

Introduction

In the context of globalization, preschool children of the 21st century are known to know very well how to use many household appliances and equipment independently. In particular, the free retirement of television, vacuum cleaner, ayfon, computer, multimedia equipment and others, which testifies not only to the fact that their consciousness grows independently, but also to huge achievements in the development of the mental potential of preschool children. So, as a result of advances in science and technology, it is natural that such successes achieved by young people change the attitudes of modern parents towards fulfilling their obligations in terms of raising children.

At the present stage, not every country in the world has the opportunity to imagine the development of education without modern information and communication technologies. Therefore, this situation sets the stage for a great awakening of interest in pedagogical technologies aimed at developing the personality of the child in preschool education. In this case, it should be noted that information and communication technologies are of particular importance.

In particular, it is considered advisable to use these when working with older children in kindergarten. Because, the special feature of the Act is to work with images of these objects:

- In technologies that use Multimedia presentations, in particular, the visualization that provides an opportunity for the educator to explain using video fragments when familiarizing himself with the outside world, for example;
- technologies that apply information and educational computer programs provide an opportunity to model and clearly demonstrate the content of the topics under study 1.

Платонова Т.Е. Информатизация дошкольного образования: материалы VIII международной научно-практической конференции, Екатеринбург: ФГАОУ ВПО «Рос. Гос. Проф.-пед. ун-т», 2015. — 127 с.



Education-focused information and communication technologies are all technologies that are used in the educational process from special technical information tools, which include personal computer, audio, video equipment. After all, the internet significantly facilitates the activities of educators and educators when using this multimedia².

Currently, the most common types of multimedia equipment are multimedia projectors, functionality, diaprojectors, bishops, codoscopes, videostends, LED screens, video projectors, plasma panels, video cameras, computers, among others. When skillfully using the listed equipment, the organization of educational activities provides excellent opportunities for the implementation of any event in such a way that it is possible to achieve a more modern and high-quality, and most importantly, the teranization of the understanding and perception of the Educator of a modern preschool educational organization. It is also necessary to take into account the age characteristics of children in order to use mediocre technologies in preschool educational organizations.

After all, the authorized departments of preschool education in the country determine the types of activities of children according to their age in the manner of small, medium, large and preparatory groups. Accordingly, the organization of mediocre activities will depend on the psychological and pedagogical conditions of the preschool educational organization. So, the psychological and pedagogical conditions for the organization of educational and educational activities should be implemented in a way that depends on what position students take in the pedagogical situation.

These positions may consist of:

- the tendency to passive perception and assimilation of information presented from the outside;
- tendency to actively independently search, find and use the necessary information;
- knowledge can be organized and directed from the outside in the way of search, discovery and use of information³.

These feedback are very consistent with the main goals of the modern preschool system, which serve to develop the personality of the child intellectually and morally, to form the ability to think critically and creatively, to generate the potential for working with information.

At the present stage, the use of media in the process of educational work in preschool educational organizations increases not only the quality of education, but also the general level of media provision in general, enhances the cognitive activity of preschool children.

Therefore, it is noted in the research that special attention should also be paid to the issue of methodological support for the use of information and communication technologies in pedagogical activities for the education and education of preschool children. In particular, ICT is a powerful resource for creating a development environment in a preschool organization. Because colorful presentations and educational programs provide the basis for the formation of mediocre education in children. Some experts believe that it is advisable to activate the multimedia environment as an instrument of hardware and software that allows a person to

²Авдеева Н.Н., Князева О.Л., Стеркина Р.Б. Программа здоровьесберегающего направления «Основы безопасности детей дошкольного возраста» — М.: «Академия», 2007. — 45 с.

³Сластенин В.А. Педагогика: учебник для студ. высш. учеб. заведений — М.: Издательский центр «Академия», 2008. — 447 с.



communicate with a computer through various natural means, in particular, using sound, video, graphics, texts, animation. Because, the availability of appropriate equipment in preschool educational organizations, including laptops, projectors, electron and interactive whiteboards, the internet and others, provides great opportunities for teachers to develop not only theoretical, but also practical skills in preschool children⁴.

In the future, in the educational process of preschool educational organizations, there are basic methods of shaping preschool children through the use of information and communication technologies in media education, maintaining the most important features for research in the simulated environment in the case of “immersion (immersion)”, “mentally imagined or materially implemented system, replaced real object in the process of cognition and analysis, and After all, the practical implementation of this method is possible in the media space when there are artistic tools, didactic games and problem situations.

⁴Ережепова И.М. Формирование основ безопасности жизнедеятельности у детей дошкольного возраста // Сборник материалов Ежегодной международной научно-практической конференции «Воспитание и обучение детей младшего возраста». — 2015. — С.140.

