

SCIENTIFIC AND PEDAGOGICAL BASES OF INCREASING MEDIA LITERACY OF PRESCHOOL CHILDREN

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Abstract

This scientific article analyzes the theoretical and practical aspects of the formation and development of media literacy in preschool children. The study examines the essence of the concept of media literacy, the psychological features of the preschool age and the influence of the digital information environment on children's development. It also reveals on a scientific basis the pedagogical conditions, methods and tools for improving media literacy in preschool education organizations, game technologies and the importance of pedagogical and parental cooperation. The results of the study show that the systematic introduction of elements of media literacy in the preschool education process contributes to the formation of children's conscious perception of information, critical thinking and digital culture.

Keywords: Media literacy, preschool education, digital environment, information culture, critical thinking, educational technologies.

Introduction

In the information society of the 21st century, media space is becoming an integral part of human life. Today, from a very early age, children are exposed to various media, such as TV, smartphones, tablets, computer games, and the Internet. This situation directly affects the formation of children's worldview, thinking and social experience.

For preschool-age children, media is primarily a source of play and entertainment. However, uncontrolled and untargeted media consumption can lead to distorted information representations, passivity, decreased attention, and decreased social activity in children. Therefore, the formation of a conscious and safe attitude of children with the media, that is, the development of media literacy, is emerging as an urgent pedagogical problem.

Media literacy serves to develop children's skills to select, understand, analyze and evaluate information. Especially in preschool, if these skills are formed through simple but systematic pedagogical approaches, a solid foundation will be created for the next stages of education.

In the framework of reforms carried out in the Republic of Uzbekistan to digitalize the education system and introduce modern pedagogical technologies, the issue of media literacy is of particular importance. In this context, it is important to study the scientific and pedagogical foundations of the development of media literacy in preschool educational organizations.



The purpose of this article is to scientifically substantiate the theoretical foundations, pedagogical conditions and effective methods of increasing media literacy in preschool children.

METHODOLOGY

The research has a theoretical and analytical nature, where the following methods were used:

- Analysis of scientific and pedagogical sources on media literacy and preschool education;
- comparative study of foreign and national experience;
- analysis of psychological and age characteristics of preschool children;
- generalization of pedagogical methods and technologies aimed at developing media literacy.

In the course of the study, the features of media perception of preschool children and the possibilities of their integration into the educational process were scientifically substantiated.

RESULTS

The results of the study showed that the development of media literacy in preschool children is carried out in the following main areas.

First, it is important to develop children's information perception and comprehension skills. Effective result in this process is the organization of conversations based on the use of photo materials, short videos, cartoons and audio materials. The teacher encourages children to express their opinions by explaining the content of information seen or heard through simple questions.

Second, it is important to cultivate a culture of media use. Children will be instilled with the skills to moderate screen time, choose age-appropriate content and return to active games after using media.

Third, it is necessary to develop critical thinking elements. In preschool, this process is carried out not through complex analysis, but through such questions as "why?", "how?", "what if it wasn't so?".

The study found that gaming-based training is most effective in developing media literacy. Roll games, analysis of media characters, drawing and storytelling activities have positive outcomes in children.

Discussion

The results show that the formation of media literacy in the preschool education system should be carried out not as a separate subject or training, but in an integrated way into the educational process. An analysis of foreign experiences shows that in developed countries, media literacy is seen as a means of developing children's social competence from preschool age. At the same time, the effective development of media literacy is not possible without parental cooperation. Media competency of teachers is also an important factor. If the educator is able to use the media in a targeted and pedagogical way, then media literacy in children will be formed naturally and effectively. In this regard, it is necessary to organize media literacy manuals and advanced training courses for preschool education workers.



Conclusion

In conclusion, increasing media literacy among preschool children is one of the most important tasks of the modern education system. Media literacy serves to promote children's conscious perception of information, critical thinking, safe behavior in the digital environment and information culture.

The systematic integration of media literacy into the preschool education process, the establishment of interaction between teachers and parents and the use of age-appropriate methods will increase the effectiveness of this process. Scientific researches in this direction serve to improve the quality of education.

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