



ANALYSIS OF METHODS FOR THE DEVELOPMENT OF MORAL CONSCIOUSNESS OF PRESCHOOL CHILDREN ON THE BASIS OF MEDIA TOOLS

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Abstract. This article describes the analysis of methods for the development of moral consciousness of preschool children on the basis of media tools, and based on the conclusions drawn, proposals were developed.

Keywords: media environment, media education, child of preschool age, parents, tutors, socialization, social experience.

INTRODUCTION

The identity of the child from the early childhood is exposed to influence of different factors of socialization. A. Mudrik conditionally divides them into such groups: mega factors (space, planet, world commonwealth); macro factors (ethnos, country, state); micro factors (family, institutions of study and education, cell of age-mates). Micro level factors are the major for preschool children: the family, preschool educational institution, group of children of preschool age, various community of people within which children communicate with different categories of people gain social experience, design an image of the social world. For today preschool children of social experience, according to us, have one of the most influential factors of acquisition and formation mass media. There are objective bases to consider the media developing environment as space of activity of the modern child where mass media become an important factor of socialization and as result of formation of social experience of children.

LITERATURE ANALYSIS AND METHODOLOGY

Now promptly the attention of scientists before judgment, the correct formulation and the solution of pedagogical problems which directly concern socialization, social formation of children and youth increases. These questions are raised in I. Bech, O. Bezpalko, I. Zvereva, I. Ermakov, V. Madzigon, A. Kapskaya's works, L. Koval, N. Lavrichenko, G. Lak-tionovoi, V. Moskalenko, N. Nichkalo, V. Orzhekhovskoy, S. Savchenko, S. Har-chenko, S. Hlebik, V. Tsiby and others.

Scientists L. Artyomova, A. Bogush, L. Varyanitsya, N. Gavrish, N. Kirsta, O. Kononko, S. Kurennaya, V. Kuz, N. Lysenko, T. Ponimanska, I. Yablonska-Rogalska, etc. define socialization as acquisition by preschool children of social experience which is carried out through the activity directed to orientation in situations, adaptation to surrounding. Social experience of the child, according to scientists, is a socialization basis, acquiring which, he carries out self-development and self-realization, becomes socially competent. In our research we have defined primary social experience, properly, that at the initial stage of ontogenesis leaves in consciousness, soul and behavior of the child of the practician of accommodation of different social situations; as set of social representations, knowledge, experiences, modalities of action of the personality that in the course of active interaction with the environment, other people becomes to personal acquisitions of the person, enriching inner world.

DISCUSSION

Modern preschool children, as in spontaneous and pedagogically controlled process, gain various social experiences which provide development of the personality during all life. This experience allows the person to appear as the real subject of activity. The success and effectiveness of process of formation at children of social experience depends on many indicators: extents of participation of pedagogical workers and parents in the course of his formation; extents of assimilation of social knowledge, abilities, skills; level of development of consciousness; extents of manifestation at the child of an active position concerning the immediate environment.

The media environment as the developing space of activity of the modern child becomes one of the most influential factors of acquisition by preschool children of social experience at the present stage, on our belief.

The main tasks of media education is assistance to formation: media information literacy as a complex of abilities, knowledge, understanding and the relations which give to consumers the chance: it is effective and safe to use media, to consciously choose, understand the nature of content and services and also an opportunity to protect itself and the family from harmful or vulnerable information material; to media immunity of the personality which makes it capable to resist to an aggressive media environment and destructive media and information influences; reflection and critical thinking as media literacy mechanism; abilities to media creativity for self-expression of the personality and realization of vital tasks, different aspects of media culture (visual, musical, mediate mass media, the modern directions of a media art).

The concept is directed to preparation and carrying out full-scale stage-by-stage work from introduction of media education in Uzbekistan. Forms of media education it is certain, according to the Concept, behind century levels of education.

Media education preschool is essentially integrated and is aimed at the balanced esthetic and intellectual development of the identity of the child (including different forms of intelligence, in particular emotional, social and practical intelligence), provides protection from aggressive media environments (from information “garbage”, not respectively to century opportunities of mentality of the child of information influences, in particular production which contains elements of violence, horrors, of a sensuality), abilities to be guided, choose and use media production adapted according to century norms. But, unfortunately, the principles have underlain in the Concept something run up with reality.

The media information security of the personality depends on implementation of measures of precautions in a media information field from the state and also on ability of each individual to show resistance to destructive media information influences - psychological technologies of influence.

The role of media in formation of the personality was considered by many modern scientists, among them: N. Goryachev, S. Demyanchuk, V. Egorov, N. Ivanova, I. Kindrat, Yu. Loshkaryov, A. Mudrik, K. Parsyak, O. Petrunko, S. Semchuk, M. Timo-rshin, etc. Ge. Berger, A. Mol, L. Porsher, Tardi, S. Frene’s have devoted to problems of “media education” and “audiovisual literacy” of the younger generation the researches. By scientists (V. Abramenkova, G. Apostolov, N. Povyakel) it is proved that the modern preschool child the majority of time are under the influence of media that steadily affects his individual development and social formation.

The researcher O. Petrunko considers that for today traditional institutes (family, an institution of preschool education) have significantly weakened the influence on socialization of the child, and their functions have gradually passed to media. In the research we not so categorical and don’t delete the leading role of family and a preschool institution in socialization of the personality at all. But we can’t but agree with opinion of the researcher who claims that gradually psychosocial system society, - “personality” changes behind the structure, contents and “society–mass media-personality” takes a form.

The scientist S. Semchuk notices that social development of the child preschool child in the context of influence of media is carried out behind two interdependent lines. On the one hand, society thanks to distribution of media provides to the

growing personality information in the form of certain stereotypes of behavior. Through information which is provided in media the child gradually seizes public experience (gets knowledge, ability, forms personal requirements, abilities, feelings), according to own experience and understanding expands them and systematizes. On the other hand, the child not only realizes, but also realizes himself as the subject of a wide range of public relationship.

We can't deny the fact that media today - one of the major spheres in life of people of all planet. On the verge of XX-XXI of the Art. screen media (namely - television and the Internet) have irrevocably pressed printed media and have got the lion's share of world information space, having turned it into media space. Most of readers have turned into the audience to whom, irrespective of age any information in unlimited number is available. Even children of preschool age become witnesses of dangerous and traumatic events on the screen (a scene of cruelty and violence) and also consume information which exerts destructive impact on their mentality and behavior.

Rapid changes in information educational space didn't leave away from these processes of the child preschool child. Comparing rates of life and volumes of knowledge of the child of our century and the child what lived 200-300 years ago, the researcher M. Saakyants proves that results of this comparison won't always be in favor of children of the third millennium. The scientist distinguishes the following from negative factors which carry out undesirable influence on health and mentality of the child today: ecological factors (pollution of the vital environment, chemical and mutagen food); extraordinary volume of information (television, radio, Internet, literature, communication); growth of a role of the equipment in human life (sometimes the child's parents owing to life situations spend a considerable part of time about the computer, different mechanisms, and rest - at the TV); an insufficient physical rhythm of life (sometimes the movement of the child is limited only in the way to an institution of preschool education or school); pathological influence of television, press, Internet (persuasive advertizing, frivolous programs, fatigue of eyes). The extraordinary volume of information which surrounds it today demands training of the child for activity and education in such saturated environment already at stages of preparation for school.

Undoubtedly, the kind, qualitative animated film very necessary material for development of game plots, for drawing, a molding and in general formation of positive social experience of children. It forms in children's awareness model of the world around, offense of mother and father, the second and the enemy, all on

what the child will be guided all life as by a spiritual compass.

Children always associate themselves with the main character of the work, whether books, whether to an animated cartoon. Usually girls attract female offenses, and boys - men's that is completely natural. Unfortunately, not all modern animated films meet all necessary requirements. To most of them inherent certain signs which do them undesirable to revision by preschool children.

RESULT

The image on the screen of the TV doesn't promote formation of spatial and color sight, the form and style of the image of people and things in animated films (rough, square or other unnatural features, bodies and so forth) distort perception and representation by children of these characters in objective reality. Especially it is harmful at preschool age when internal offenses and the internal action plan are actively formed. There is it usually by means of the adult who tells, reads to the child of the fairy tale and stories during which listening the child tries to present events, to remember and endure them.

When the child perceives the reality which is already designed on the screen, the passive and deprived identity consumes ready offenses, internal offenses, he has an absent possibility of manifestation of imagination and creativity. Together with modern researchers we are convinced that the child preschool child doesn't manage to remake, analyze, generalize and estimate information therefore the passive contemplator, but not the critical consumer is brought up. Preschool children begin to think of ready associations, raise superficial questions and answers superficial give.

CONCLUSION

The fact that the television influences the strong-willed sphere and behavior of children is implicit. Observation of the senior preschool children in the course of subject role-playing games, in particular "Shop", "House", "Hospital", "Hairdressing salon" is made by us, demonstrates that rather often children repeat certain phrases from advertizing, telecasts (copying the statement of favourite television heroes). Therefore, after emotional perception of media production by the child there comes the stage of unconscious inheritance of the style of behavior offered by television by it. The television provides ready examples of behavior instead of forming ability to solve problems; therefore, we will soon have generation of followers, but not artists. The computer is the second behind the frequency of application and force of influence on consciousness of the child.

The modern child grows in the environment where the computer - the same

normal and everyday thing as electric lighting, cars, TV sets or mobile phones. Excessive hobby for telecasts, movies and computer games contributes also to the development of a children's hypodynamia which assumes more and more menacing scale. After long, rather motionless sitting at the TV at the child unnatural excitement as compensation of the previous condition of a hypodynamia can develop. It sometime can't concentrate the attention, doesn't know, "where to put itself".

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