

MODERN CARTOONS AND PRESCHOOL CHILDREN: THE MAIN ADVANTAGES AND DISADVANTAGES OF MEDIA LITERACY

Elmuradova Gulkhayo Akhmadjonovna

Uzbekistan journalism and public University of Communications

Media management and media marketing senior teacher of the department

g.elmuradova1991@mail.ru

Reviewer: Pedagogical sciences

doctor of philosophy, associate professor Sh.N. Tailakova

Annotation. *The article analyzes the sociological, legal, cultural, psychological, and art history of media education for preschool children in audiovisual media in Uzbekistan. As a modern direction of pedagogy for preschool children, the essence, purpose, and tasks of the concept of preschool media education have been revealed.*

Keywords: *preschool media education, media literacy, animation, media library, media creativity, media-educational game, media space.*

Enter. The UN Convention on the Rights of the Child (1989) defines the right of every child to cultural development, education and information. The development of children and adolescents is directly related to the information they receive from external sources, among which the mass media occupy a special place. Childhood is a period of continuous formation of a person, his personal development, certain values mature in a person. This is a polysyllabic process defined by the word "socialization" and is therefore one of the most important functions of socialization.

Currently, the world is actively moving towards the information society, and this remains the main trend in the development of mass media. This is primarily due to the introduction of new revolutionary technologies such as digital television and the Internet. Today, in journalism, differentiation and expansion of the diversity of print and electronic media, as well as the integration of media, are observed. The young generation is quickly and easily influenced by the modern information resources of the world.

In the last ten years, the number of media content in the world, television shows in general, has increased in size. The problem of protecting the human mind from manipulation by mass media remains urgent. Therefore, the need for a modern person to have the skills of information perception, the ability to correctly understand the meaning of audiovisual images and sort information flows is increasing.

In this regard, it is worth saying that the role of media education in creating children's media content is gaining special importance.

Childhood is a very short but very important period in human development. Many scientists emphasize that preschool age is a period of rapid physical and spiritual development of a person. Preschool childhood is a period of understanding the world in the brain, having the first concepts about the world. By school age, children gradually develop the ability to subdue their desires according to moral requirements. But at this age, the child does not yet have his own moral beliefs, he mainly observes the relationships and moral qualities of the people around him.

In addition, media content on television and the Internet has a great influence on the formation of a child's personality. Many studies show that entertaining game programs, some low-quality media content viewed on the Internet lower the level of critical consciousness in preschool children and cause changes in the process of perception of the environment and the world. The fact that media content on the Internet sometimes does not correspond to real life confuses children. They are influenced by media content and begin to imitate the actions of virtual characters. Imitation of positive heroes develops positive qualities in a child's personality, while imitation of negative heroes develops negative qualities.

Analysis of literature on the topic. Media contents should form children's skills not only for thinking, but also for speech development and expression of thoughts in speech. Media psychologists point out that television and the Internet are active media in this process. In this sense, computer games, entertainment programs not controlled by adults, if they do not meet the requirements of the standards in the field of education and upbringing of preschool children, the mental development of a preschool child can be reversed. causes delay in speech development. Today, there are many interpretations of this multifaceted concept. D. Lemish, an expert in the field of media pedagogy, said, "Positions on the following important points for the analysis of media texts of media literacy: author's ideology; "The process of creating a media text and its perception by the audience is a must." Despite many changes and additions, we try to get a definition of media literacy in relation to preschoolers. To achieve this goal, we focus on AVFedorov's definition, "Media literacy is the result of media education, media research. A person with developed media literacy has the ability to perceive, analyze, evaluate and create media texts, to understand their socio-cultural and political context" [Fedorov, 2007, p. 22]. Also, paying attention to AVFedorov's definition, we we get the definition of media literacy. Because when watching TV and playing computer games, the

child does not use external or internal speech, both the superficiality of perception and the decrease in the value of individual impressions affect the child's speech and thinking. In the course of the research, we analyzed the impact of watching modern cartoons on children's speech. More than 90% of preschool children (age 6) like to watch cartoons. Children's favorite cartoons include:

"Leo" (Leo)

School life is full of secrets, and it's not just about the classroom. The children in the cartoon are very lucky because there is a wonderful counselor who has lived in the corner of the classroom for almost 75 years. A cartoon about how homework changed the lives of students and an old lizard;

Five on a Treasure Island

Even dogs are capable of great things. If they weren't there, who would stop the bad guys trying to ruin the big show? A team of heroes must find and return the tiara of Catherine the Great. A cartoon about how you think they can handle this task;

"Elementary" (Elemental)

Once upon a time, four nations lived in the world, but one day Wade, the water man, fell on the head of the beautiful Ember. A cartoon about how everything turned upside down from that moment;

"The Super Mario Bros. Movie" (The Super Mario Bros. Movie)

A cartoon about Mario is great to play, but watching his independent adventures is not inferior;

Spider-Man: Across the Spider-Verse

Miles Morales already seems to be out of his universe. Now it's time to travel to other places. a cartoon about how you can turn down Gwen Stacy when she comes for you in person;

"A Stork's Journey-2" (A Stork's Journey)

Do you think the sparrow can become the leader of the storks? But Richard believed it wholeheartedly. Reality sometimes creeps into cartoons. A cartoon about now that he has to go on a trip and even participate in a war between a flock of birds;

Escape from Robot Land (Boonie Bears: Guardian Code)

These bears can't get along anywhere: neither in the circus nor in space. A cartoon about the fact that the country of robots was not suitable for them either;

"Charlie and the Fantastic Four" (Heroes of the Golden Mask)

Many people change when given the chance. Charlie the Little Thief is a clear example of this. When an ancient mask that gives its owner incredible

powers chooses him, he realizes that his previous life was not for him. It's time to start a new one, but it requires a lot of responsibility and effort;

"Racer" (Rally Road Racers)

It's hard to get ahead in life when the whole world is against you. Gee understands this very well, but he issued a challenge to the famous racer. Now he has to look for a car, learn to drive it professionally and win a cartoon;

Teenage Mutant Ninja Turtles: Mutant Mayhem

These turtles are already tired of striving for perfection. Their dream is to live a simple life, but it is unlikely to come true. After all, the world needs heroes to save from the mutant invasion watching cartoons. It should be noted that many modern cartoons have a stylistically shortened vocabulary, such words should not be used not only in children's speech, but also in adult speech. However, children quickly learn such words and use them in speech. The danger is that children may repeat such words in everyday life, consider it a norm, include it in regular speech, and thereby reduce their vocabulary.

Research methodology. Theoretically, since preschool media education in our country has a unique practical nature - these are several publications of preschool education media pedagogues and are dedicated to the development of certain psychological and pedagogical features of the preschool child's personality through media education work, we conducted a survey with leading media educators and journalists to get their authoritative opinions on the following issues related to preschool media education:

1. Do you think it is relevant and necessary to teach media literacy to preschool children?

2. In your opinion, what are the tasks of preschool media education?

3. What kind of media do you think is the best way to build media education lessons with preschoolers?

4. Do you think that relying on animated films (computer, audio fairy tales, video, TV cartoons) can solve all the problems of media education for preschool children?

5. Do you think it is necessary to create a media library formed as a result of a quality selection of pedagogically and psychologically correctly selected animated films in preschool educational institutions and families of preschool children?

6. What animated films do you recommend to preschool educators to organize activities on the formation of media literacy of preschool children?

7. What animated films would you recommend to parents and educators to organize the free time of preschool children?

Due to the current socio-cultural situation, media education is becoming

one of the priority directions of educating children from preschool age. At the same time, it should be remembered that media education is not informatics and should not be aimed at teaching computer skills. In play situations, children can be given different informational materials (as visual materials), while it is very important to discuss what is seen or heard. In childhood, the perception of screen material has a certain specificity. For them, a bright character on the screen, even if it is a negative character, often becomes a life hero. Therefore, the role of the teacher is great. How the conversation is organized depends on education not only in kindergarten, but also in school, because the foundation of knowledge and skills is formed in preschool age, and the development continues in school. "As a result, problems arise when children communicate with each other. One of the reasons for this is that as a result of children sitting in front of the TV for a long time, they don't need to use the speech mechanisms. What they learn does not encourage their imagination and creativity, so some children find it difficult to express their thoughts. Relations between, as a rule, are transferred to the surrounding life. Today, most parents pay little attention to their children, their place is taken by television or internet sources. When a child is busy watching cartoons, online programs, he is disconnected from everything that is happening around him, and does not respond to the simple sound of speech. It is important that parents monitor the media content children watch. Unsupervised children can become aggressive, stubborn or fearful when exposed to negative media content. During our research and conversations with parents, many of them noted that children feel fear, especially in the evening. Monsters, scary shots in children's cartoons can not fail to have an effect on the child's psyche. Choosing a cartoon should be more careful than choosing a book, because visual images have a stronger impact on the inner world and aesthetic taste of a child who is just forming. That is, for a child at this age, both films and cartoons are not only entertainment, but also a means of education. The presence of elements of conflict, fighting, shooting, chasing, i.e., violence and aggression in the plots of cartoons is mentally exhausting for children. The child receives almost all information in the form of images, based on which he builds a model of the world in his imagination.

For this reason, children's media content should serve not only to occupy children, but also to form qualities such as acquiring, understanding, and applying certain knowledge through media content. The role of media education in the preparation of children's media content is clearly felt. The efforts towards the development of the field in our republic place important tasks and demands on children's journalism. Today, audiovisual materials intended for children's

audiences should be viewed as an important point of media education. Because it is possible to gradually form media literacy in children of preschool age using the example of media contents. But we must admit that today, not only in the children's press in Uzbekistan, but also in the media contents dedicated to the young generation in many countries of the world, the full use of media education instruments has not been established sufficiently. This causes contradictions between education and life under the influence of media content. For this reason, children's journalism specialists should first of all feel media education and its importance. Only a specialist who has a deep understanding of the importance of media education and the importance of media content in children's education and personal development can prepare useful content for the children's audience. The "media" people who do not understand the superiority of spiritual over materialism turn the media environment into a business environment. Media products produced by them serve materiality. Taking this into account, below we will explain the importance of media education in the preparation of children's programs.

Analysis and results. It is considered in the context of the function of preschool children's journalism to expand children's worldview, to form education with the ability to develop life. Such media materials expand children's knowledge and enrich their mental world. Of course, "due to the wide development of the system of information transmission channels, a tool that makes a great contribution to children's education is journalistic materials intended for children." Media specialized for children choose life facts by children, interpret and promote them, reality Dissemination of relevant socially relevant information is required as a "responsible" main source to meet the information needs of different social strata.

Children's journalism as a method of gaining new cognitive experience, developing curiosity, observation, interest in research and experiments has helped to solve it very well.

The main task of children's media programs is, firstly, to form the experience of pre-school children's understanding of life, and secondly, it forms basic educational skills in children, helps to develop curiosity, observation, organization, and discipline. is understood as the development of creative, communicative, critical features, information analysis and assessment skills in the audience based on and with the help of media texts and mass media materials. According to the recommendations of UNESCO, "Media education is a part of every citizen's right to receive information."⁴⁵.

In 1982, after the adoption of the UNESCO Declaration on Media

⁴⁵UNESCO, 2001. Media education. Paris: P.8

Education, the word "media education" entered the CIS countries. The English word "media education" should not be translated literally, but should be understood in terms of meaning. Russian researcher AAJurin's division into the following three types helps to understand the issue easily⁴⁶.

Pedagogical science that studies and develops theoretical issues of the impact of mass media on children and adolescents, confronts students with the world of mass media.

The use of mass media is a joint practical activity of teachers and students that prepares children and adolescents to understand the role of media in the world.

A part of education that provides knowledge about the role of mass media in understanding culture and the world and forms the skills to work effectively with media information.

Based on the above, the purpose of media education can be explained as follows: the main goal of media education is to teach the young generation in the modern information environment to receive, understand, understand, the possibilities of technical tools and modern information technologies, communication methods based on non-verbal forms of communication. In a word, mastering is preparing the young generation for life. In addition, media education is a teaching method that ensures that the knowledge and information presented to children is understandable and memorable.

Conclusions and suggestions. Most parents themselves do not have the necessary knowledge on how to form the basics of media literacy in their children. Therefore, of course, children's media education should be started as early as possible, they should get acquainted with media texts of various genres. I consider it relevant and necessary to teach preschool children media literacy, because this age is sensitive to the perception of audiovisual information, one of its features is the appearance of transmitted images. Media literacy helps children to develop the skills of transforming visual information into verbal information, which positively affects the development of their speech. Teaching preschool children media literacy based on the best examples of animated films and other mass media is useful for moral and aesthetic education of children, and also serves as a basis for the development of media competence of the student. Taking into account the high interest of preschool children in various audiovisual media texts, teaching them media literacy seems to be a very important aspect of pedagogical activity. The use of creative activities can be especially effective because of children's great interest in.

⁴⁶Jurin A.A. Integratsiya mediaobrazovaniya s kursom khimii sredney obshcheobrazovatelnoy school//Mediaobrazovanie, 2005. No. 1. -S. 32

creativity. It is important to teach preschool children the ability to identify and use in their work the tools that reveal the inner characteristics of characters in media texts, through which it is possible to move on to the analysis of their relationships. He tries to see, listen, and repeat everything using available means, that is, he needs to be taught mass media, to work with mass media. I believe that the general cultural background of the family's everyday life plays the main role in the development of a preschool child (and this is the period of initial socialization). The efforts of teachers, librarians, and others, what and how they read, what parents observe, and how parents interact with media lag behind. That is, any measures to teach children media literacy should start with education and advice to parents. Since children at this age are consumers of mass media, it is appropriate for them to learn how to perceive it adequately. If we take into account the existence of opportunities for teaching various types of expression of one's opinion with the help of media technology, media education is considered as a process of developing a child's personality based on the information of mass media.

In the media content intended for the children's audience, first of all, it is necessary to pay special attention to the diversity of the subject. Because modern children have different interests and each has its own requirements. In preparing interesting content for children, children's television channels should expand the circle of active authors, give opportunities to new creators and discover them.

In children's journalism, the artistic skill of the creator, his attitude to children's topics and problems is based on his creative skills. Form and content, content creation format, style are also evident in children's audiovisual materials. The skill of the author is one of the important factors determining the success of the media content. It is no secret that children's journalism has not yet reached a professional level, along with exemplary creators in this regard. In other words, there are cases of watching TV clips of authors who are creating at the amateur level in the programs of children's TV channels. The delivery of materials of some programs with methodological caveats, editing, cases of lack of feeling for childish language shows the need for constant and regular research of children's journalism issues.

In the modern information space, one of the important tasks of the children's press is to accurately target, to form the right attitude of the child towards the flow of information, to protect the young generation from harmful information attacks. It is the demand of the time to regularly launch effective seminar trainings to focus attention, presentations on the topic, and increase information literacy.

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