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THEORETICAL AND METHODOLOGICAL ASPECTS OF THE DEVELOPMENT OF CHILDREN'S INTELLECTUAL AND CREATIVE ABILITIES ON THE BASIS OF MEDIA EDUCATION TECHNOLOGIES

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Abstract. The article deals with the theoretical and methodological aspects of the development of intellectual and creative abilities of children based on media education technologies. The main approaches that have developed in the world of science to this issue are studied, and the differences between them are outlined.

Keywords. media, media education, media literacy, media laws.

I. Introduction.

The concept of media and its impact on society has been of interest to researchers since the 1950s and 1960s. Issues related to the impact of the media on the individual and society, the role of the individual in communication processes G.Lassuel, U.Shramm, G.Gerbner, G. Innis has been widely covered in the works of Anglo-Saxon scholars such as M. McLuhan. It was in the Anglo-Saxon school that extensive, comprehensive research on the phenomenon of "media" was conducted. In the 60s of the twentieth century, a new scientific direction was opened on the basis of the University of Toronto, which was devoted to the impact of new technologies on human consciousness and activity. While the first group, led by Professor G. Innis, studied communication technologies, Professor M. McLuhan studied mass communication, media education femomen. This field of study was later renamed the Toronto School of Communication Theory.

Professor M. McLuhan is the scientist who introduced the concept of "media" to the world of science. Originally in Latin, the word "media", which is a plural form of the word "medium", meaning "in the middle", was accepted in scientific consumption as a means of communication, a method of receiving information.

In his monograph "Media Laws", McLuhan outlined four main principles of media activity: [1]

1. Any technology enhances the capabilities of a particular organ or user's specific abilities.
2. As one area of sensation intensifies or intensifies, the other weakens or becomes under pressure.
3. Any being brought to the limit of its possibilities changes its properties.
4. Under any new media lies the old.

As a result of his research, M. McLuhan developed the thesis "Medium is the Message". According to him, the media has a huge impact on both its content and its perception. Therefore, the transmission of the same information through different communication channels (e.g. radio and television) leads to an absolutely different solution. Based on this view, the Canadian scientist concludes that the means of transmitting information is more important than the information itself. Based on this, the researcher develops a "Marshall Plan" to introduce students to the world of media. The plan is as follows:

"Not analyzing. Do not explain. The classroom should be filled with movies, TV, plates, flashing lights, and the student should be able to move." [2]

Continuing the scientific legacy of M. McLuhan, H. Pros and H. Bonfadelli analyzed the content and typology of the concept of "media" in their works. The impact of the media on the individual has also been reflected in the work of scholars such as D. Baake, D. Winter, M. Castels, V. Kolomiets, L. Mikos, U. Sander, R. Hoffman, R. Folbrecht.

Since the 1960s, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has supported and promoted the concept of "media education" around the world. In the modern world, media education is defined as the development of a person in the materials of the media and with their help, the purpose of which is to form a culture of communication with the media, critical thinking, creative, communicative skills, full acceptance, interpretation and analysis of media texts. is the introduction of various forms of revelation through. [3] The end result of this process is media literacy, which allows a person to actively and fully use the opportunities of the information space - television, radio, cinema, the press, the Internet.

In 1978, under the auspices of UNESCO, the program of mass media education - "General Curricular Model for Mass Media Education" was developed. To date, UNESCO has hosted major international conferences in Grunwald (1982), Toulouse (1990), Paris (1997), Vienna (1999), Seville (2002) and other cities. In particular, the final document of the international conference held in Vienna in 1999 states that "Media education is inextricably linked with the types of media (print, graphics, audio, screen, etc.) and various technologies.

It allows people to understand how mass communications are used in societies and to learn to use the media. Through media education, a person acquires the following knowledge:

- Analyze, critically understand and create [their own media texts];
- Identify the sources of media texts, their political, social,

commercial and / or cultural interests and content;

- Interpretation of media texts and values disseminated by the media;
- To create and distribute their own media texts, to select the appropriate media in order to find an audience interested in them
- Access to and production of media through free access. [4]

The term "media literacy" also has a strong place in the international scientific community. Scholars such as Walter Benjamin, Lorentz Engel (Germany), Nicholas Negroponte, Noam Chomsky (USA), Alexander Fedorov (Russia), Stuart Hall (UK) have reflected on this concept in their works.

Media literacy is, in general, a set of skills and abilities that enable people to analyze, evaluate, and generate information in different forms, genres, and types of different media. It is based on a model that encourages a person to ask questions about what they see, read, and hear. Through media literacy, a person acquires the ability to analyze media texts and distinguish the true from the false, the important from the insignificant, the narrow approach from the broad approach. The main mission of media literacy is to transform media consumption into an active and critical process.

By the end of the twentieth century, the concept of "media competence" entered Western pedagogy. In this regard, German scientists in particular have made great strides. In particular, D.Bake, S.Blumek, I.Pottinger widely used the concept of "media competence" (German: "medienkompetenz", English - "media competence"). [5] G. Tulojeski suggested that "media competence" means "the ability to act competently, independently, creatively and socially responsibly in relation to the media." [6] For his part, Rutgers University Professor R. Cuby (USA) summarized the concepts of media competence and media literacy, describing it as "the ability to use, analyze, evaluate, and

convey information in various forms." gave. [7]

The concept of "media educated" is also common in a number of scientific works. The Russian scientist N. Zmanovskaya defines this term as "a systematized media knowledge, a set of skills, a valuable approach to media education, the level of implementation of media education in the pedagogical process." [8]

According to American scientist J. Potter, media education based on three components:

- Experience - The greater a person's experience in communicating with the media and the real world, the higher their media competence.
- Ability to apply knowledge in the field of media in practice.
- Readiness for independent study. [9]

In turn, media educator S. Beer highlights the following important skills in improving a person's knowledge and skills through the media:

- Willingness and ability to understand the content of the media without being distracted by excessive "noise".
- Understand and respect the impact of the power of media texts.
- To be able to distinguish between emotional and reasoned reaction in the reception of the delivered information by the audience and to act accordingly.
- Development of competent assumptions about the content of media texts.
- Understand the diversity of genres, go to their differences.
- Critical thinking about media texts, regardless of their source.
- To understand the "language" of different media, to study their influence. [10]

The German educator W. Weber developed a structure of knowledge in the field of media consisting of five main skills:

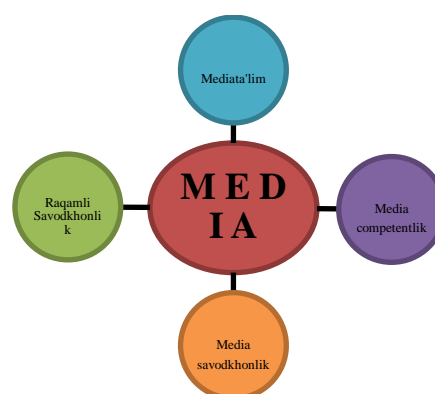
In terms of form:

- Selection and use of opportunities that the media can provide.

- Create your own media product.

Knowledge and analytical skills required in terms of content:

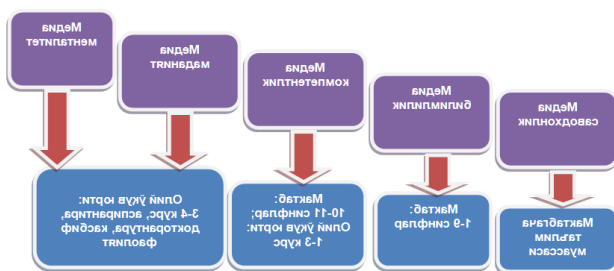
- Use a variety of media-based creative opportunities.
- Creating conditions for effective use of the media.
- Economic, social, technical, political conditions related to the production and distribution of media products. [11]



PICTURE 1. The structure of the media in modern practice

According to Russian scientists O. Davidova [12], L. Ivanova [13], V. Protopopova [14], O. Surova [15], E. Ushakova [16], the following knowledge for modern pedagogical students (children) and must have the skills:

- use of information and communication technologies directly related to their specialization in their professional activities;
- to have an idea about educational resources in the media and the Internet, to know how to use them;
- be able to assess the pedagogical aspects of e-learning resources;
- access to telecommunications;
- Ability to work in the form of forums, conferences, video conferencing;
- use of ready-made multimedia objects, development of such objects;
- Knowledge of the basic means of information protection.



PICTURE 2. The generally accepted step-by-step scheme of media education

According to I. Donina and A. Gopkina, in order to educate and bring up older children through the media, comprehensive preparation is required, and this process consists of three stages [17]:

Technical stage - the formation of basic computer skills;

Methodical stage - the study of the didactic features of e-learning resources, training teachers to use new technologies in the learning process;

The philosophical-worldview stage is a change in the educator's attitude towards media information technology, overcoming existing fears and feelings of rejection of news.

In summary, in order to educate students or pupils using modern media, teachers and educators need to formulate the following factors:

	Indicator	Basic criteria
1.	Motivation	Striving to improve their knowledge and skills in the field of media education
2.	Information	The level of information that the educator has about media education and media
3.	Methodology	Methodical ability of the teacher, pedagogical skills
4.	Practice	Quality of education in different forms of learning processes
5.	Creativity	The educator's creative approach to his work and the learning process

Thus, the analysis shows that the current work on the theoretical research on the development of children's intellectual and creative abilities on the basis of media education technologies is scarce and unsystematic, and at the same time relevant.

Research of theoretical and scientific sources aimed at studying the development of intellectual and creative abilities of preschool children on the basis of media education technologies as a pedagogical problem. allows for more detailed observations on the development of creative, creative abilities. This opportunity contributes to the revitalization of the work of purposeful formation of creative resources and potentials in children.

Foreign research has scientifically substantiated the possibility of developing creative skills such as creativity, critical thinking, interpretation and analysis, evaluation, inference, decision making, judgment in preschool older children on the basis of media education. Media education allows children to analyze, evaluate and create such information on the basis of different forms and genres. In doing so, the child acquires the ability to analyze the media texts and distinguish the true from the false, the important from the insignificant, the narrow approach from the broad approach.

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