



DEVELOPMENT OF INTELLECTUAL AND CREATIVE ABILITIES OF CHILDREN OF PRESCHOOL AGE

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Abstract

It is known that in the educational system of developed countries, research aimed at increasing the competence of children, pupils, students to think creatively, to mobilize their intellectual potential for educational and professional activities, to develop children's intellectual and creative abilities based on media education technologies the need is increasing. Under the auspices of UNESCO (1978), a mass media education program aimed at forming students' creative abilities - "General Curricular Model for Mass Media Education" was developed.

In the world, in the information age, research is being conducted on pedagogical features and forms of the formation of creative consciousness, socialization of a person in a creative environment, problems of connection between a person's ability, opportunity, talent, talent, creative thinking and intellectual and creative abilities. However, the pedagogical problem of developing intellectual and creative abilities of preschool children based on media education technologies is considered urgent.

Study of the problem

Among the scientists of our republic, the following researches were conducted on mental and creative development: F.R. Kadirova, A.A. Abdurakhimova, N. Begmatova, G.A. Berdalieva, G.E. Dzhanpeisova, H. Najmidinova, I.I. Toychieva, N.I. Rejametova, D.T. Sabirova, M. Norbosheva, T.L. Khurvaliyeva. The content of media education, media safety, effective learning of media products, and the problem of developing media competence of pedagogues were conducted by the following scientists: N.S. Mominova, H.Sh. Kadirov, S. Beknazarova, S.S. Babadjanovlar, Sh. Pakhruddinov, Y. .Mamatova, S. Sulaymonova, N. Rustamova.

In the world of science, the issues of inculcating the ideas of "media", the content of media education and media products, the formation of media literacy in children, and the development of media competence of pedagogues have been studied. The following CIS scientists worked on this issue: A. V. Fedorov, N. Zmanovskaya, N. P. Rizhikh, A. Y. Deykina, I. Donina and A. Gopkina, O. Davidova, L. Ivanova, V. Protopopova, O. Surova, Y. Ushakova.





In the works of E. McLuhan, H. Michel, K. Friedrich, Jacques Gonnet, scientists of foreign countries carried out extensive research on the phenomenon of "Media" in the Anglo-Saxon school. Issues of influence of the media environment on a person are reflected in the works of scientists such as J. Marsh, P. Hannon, L. Lewis and L. Richilar, E. Havelock, I. Harold, and W. Carlson. In their works, G. Tulojeski, R. Kyubey, J. Potter, V. Weber studied the concepts of "media education", "media competence", "media literacy" and the issues of organizing education based on media products.

Basic Problem Analysis

The result of the activities of educators and students to develop their "mental", "emotional", "creative", "meaningful" and "logical" thinking skills on the basis of media education technologies in the development of intellectual and creative abilities of older preschool children. The goal of the didactic process, the content of the training material, the correct and reasonable definition and selection of teaching, teaching forms, methods and tools depend on the successful implementation of the development of logical thinking skills. the presence of active influencing factors is required. At the same time, problems related to the teaching of subjects are becoming more and more active, which is due to the decrease in the readiness of schoolchildren, the lack of educational information on independent study of subjects depends. According to the research of scientists, it was mentioned that the solution to these problems is to improve the educational process by introducing an educational system based on the use of information and communication technologies.

As a result of the development of the media, it is becoming difficult to control the content of information, the methods and ways of their distribution through mass media. Under the influence of such a mixture of information, the problem of independent thinking of the students is arising. It requires the development and formation of a system of new methods and skills of dealing with information, critical thinking along with intellectual and creative thinking in the minds of students. This created the need to develop media education, media literacy, media knowledge, media competence and media culture.

According to the views of several scientists and the analysis of scientific sources, we defined it as follows: "media literacy of preschool children is understood as a set of skills and abilities that allow children to analyze, evaluate and create such information in various forms, genres and types of media. It is based on a model that encourages the child to ask questions about what he sees, reads, and hears. "Through media literacy, preschool children will be able to analyze media texts and learn to distinguish





truth from lies, important from unimportant, narrow approach from broad approach."

Media education

One of the modern types of education aimed at arming a person with a set of theoretical knowledge on the selection, sorting, analysis and critical evaluation of information distributed by the media in the context of global information.

Its main goal is to form the skills of careful, reasonable, creative approach to the information distributed by the media, as well as the skills of critical reception of information based on the formation of media literacy, which allows a person to select, sort, analyze and critically evaluate the information distributed by the media.

Based on the above, in the pre-school education system, "Media Education - which helps to learn the language of media information in ordinary directions, contributes to the growth and development of children's intellectual and creative abilities, receiving and studying media texts. and represents the educational process aimed at forming competent analysis skills.

In the conditions of Uzbekistan, despite the fact that the role and importance of the media in society and individual life is increasing, no serious steps are taken to apply media education in the educational process.

Scientists believe that excessive hobbies of preschool and school-age children with computers, tablets, and phones can affect mental and physical development. One of the solutions to this problem may be to completely protect children from technology, but this is almost impossible in the modern world of advanced media technologies that await advanced users. From almost a young age, children absorb media, and a child in this space becomes completely confident. It has advantages: increasing the level of education, communication with different people and disadvantages: the lack of life experience, the advantage of the virtual world has a negative effect on the child's psyche and health, and not only deterioration, anxiety, nervousness, victim of online threats the danger of being can lead to the elimination of social problems, but also the development of addictive behavior.

As a result of the analysis of literature and scientific sources, we came to the conclusion that the directions of media education should consist of the following:

1. Establishing cooperation between the family, educational institutions and the media.
2. Increasing media literacy of parents.
3. Formation of skills and qualifications of educators-pedagogues on the implementation of media education in practice.





4. Development of media culture of pedagogues working in educational institutions by means of qualification improvement system.
5. Formation of moral and cultural immunity of media literacy in teachers-pedagogues, parents against information attacks, threats and this type of security;
6. Organization of educational and educational activities that ensure that they acquire the skills and qualifications of effective movement in the media environment at all stages of the continuous education system.
7. Increasing the importance of media in ensuring the development of a child's personality.
8. Aiming to educate children, not with a sense of dependence, but with the use of media technologies;
9. Formation of theoretical and practical knowledge, skills and qualifications for popularizing the best practices of leading countries in the field of media literacy and information culture.

Media-interactive methods are important in the development of intellectual and creative abilities of children. Based on the needs of the learner to activate cognitive activity, the educational process and training are organized on the basis of mutual cooperation. In this case, interaction is based on the principles of student activation, group experience, and feedback.

Scientifically substantiated that an important pedagogical condition for the development of intellectual and creative abilities of preschool children is the creation of a free creative environment in the course of educational activities, the establishment of a teaching process based on the joint relations and cooperative actions of educators and children.

In the process of education, the child should know the level of his knowledge and capabilities, receive, sort, process information, be able to analyze the positive results and consequences from them in the focus, perceive the ideas of others, his own having a stable point of view, having to learn to compare one's own ideas with other ideas has become a requirement of the current electronic age - the 21st century.

In the course of our research, we have developed the "**Media Literacy**" additional educational activity project, which helps children aged 5-6 years to develop their intellect and creative abilities and become literate and educated in the world of media. It provided general understanding of information technology; educational shows on development areas were shown; tasks for independent activity were given. We have created a special plan and program for educators of preschool educational organizations. The proposed program is an additional educational activity and was organized once a month, taking into account the free time of teachers and students.





Children's knowledge and skills in media were studied. During the training, special attention was paid to the media literacy of students and the use of media by means of handouts of video and audio materials. Media education technologies are important in the formation of intellectual and creative abilities of children of preschool age. It is based on teaching on the basis of radio, television, Internet and other information and communication tools. It is characterized by visuality, imagery, factual novelty, immediacy and continuous communication.

The development of the inner world of a person based on the assimilation and acquisition of information of social importance is the mastery of media education technologies by children of preschool age. It is advisable to form the recommended media literacy activities in the course of the following activities:

- Media and information;
- Rules for watching TV;
- To give an understanding about the telephone;
- Internet and people;
- The variety of information in the world of media is intellectual thinking;
- Logical, creative, critical thinking of information sorting;
- Separation of lies from the truth; and so on.

It is necessary to promote the proper use of various media products to educators and pedagogues based on the principle of "Be aware of media products" in the development of intellectual and creative abilities of preschool children in preschool educational organizations.

Recommendations: Creating an electronic platform called "**Media kid**", existing video, audio products, electronic literature, can be used to develop children's intellectual and creative abilities and media literacy; adapting to the factors that develop the intellectual and creative abilities of preschool children can be expressed as follows:

In order to develop the intellectual and creative abilities of older preschool children, educators of preschool educational organizations should carry electronic resources anywhere through mobile devices, not necessarily in the auditorium, but in small groups, in order to present children with media products on various topics. and accessibility;

for the development of children's intellectual and creative abilities, the ability to send and copy media messages using wireless communication devices such as Bluetooth, PDA, and establish interactive communication with the child;



the possibility of using mobile phones, gadgets, game devices, etc., in order to develop the intellectual and creative abilities of preschool-aged children and to increase their interests;

it is recommended to ensure the flexibility of learning the information that children of preschool age can use a mobile device to choose the knowledge they need and learn at any time.

Conclusion

Organization of competitions aimed at the development of "intellectual aspirations" and "creative abilities" of older preschool children, which have a positive effect on the cognitive activity of older children; improving the mechanisms of development of intellectual-cognitive skills, elementary mathematical ideas, reflexive skills of research-cognitive skills of older preschool children based on media education technologies will give effective results.

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