



THEORETICAL FOUNDATIONS OF ORGANIZING MEDIA EDUCATION IN THE FIELD OF PRESCHOOL EDUCATION

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Psixologiya fanlari bo'yicha falsafa doktori, dotsent v.b.

Abstract:

Media education plays an important role in the process of preschool education by developing children's media literacy and their ability to correctly perceive information. This article explores the theoretical foundations of organizing media education for preschool-aged children. The main principles, methodological approaches, and pedagogical significance of media education are analyzed. Additionally, recommendations are provided for the effective implementation of media education in preschool institutions.

Keywords: Media education, preschool education, media literacy, information technologies, teaching methodology, innovative pedagogy, media environment.

Introduction

The theoretical aspects of the organization of media education in the process of preschool education and their factors are presented as a pedagogical problem. The role of media education in preschool education. In a digital world, children are growing up in tandem with the media from an early age. This situation requires the beginning of media education from the preschool period. Media education is one of the activities aimed at providing children with the ability to consciously understand, evaluate and use media content in a safe way. Therefore, many teachings and approaches on this subject are thrown into the middle. Some of them will be considered. Including:



Albert Bandura Social Cognitive Learning Theory. A. Bandura emphasizes the process of children's learning from the characters and content in the media. She explains how role models and media content influence children's behavior.

A. Bandura Social Cognitive Learning Theory is based on the interaction of individual behavior, cognitive processes and the environment. This theory allows people to learn through observation and model, rather than through experience.

The main principles of A. Bandura's theory of social cognitive learning:

Observational Learning. People learn not only through experiences, but also through observing others. For example, a child learns new behaviors by observing a parent or teacher.

Learning by Model (Modeling). People observe the individuals around them, repeating their behavior. Especially the actions of famous or influential people are more affected.

Self-Regulation & Reflection. A person has the ability to evaluate himself, control himself, and act on concepts about himself.

Self-Efficacy. It is the belief in a person's ability to perform a certain task. If a person believes in himself, he tries to overcome difficulties.

Reciprocal Determinism. A. Bandura teaches that human behavior, cognitive processes, and the environment are interconnected. For example, if the child grew up in an aggressive environment, he may also exhibit the same behavior.

A. Bandura's experiment – The Bobo Doll Experiment. A. Bandura conducted the famous Bobo Doll experiment to test his theory. He showed the children videos of adults aggressively hitting a doll. As a result, these children repeated the same aggressive behavior. This proved the importance of learning by observation.

The practical application of A. Bandura's theory of socio-cognitive learning is specific, which includes, in particular:

- ✓ **The education system:** Teachers and parents should be exemplary models with their behavior.
- ✓ **Psychotherapy:** A. Bandura recommends prioritizing model-taking and reinforcement practices to increase self-confidence.
- ✓ **Advertising and marketing activities:** There is an opportunity to shape the behaviour of young people through social influence and celebrities.



A. Bandura's **Theory of Social-Cognitive Learning** plays an important role in explaining how people learn and how the environment influences this process.

Lev Semyonovich Vygotsky's cultural and historical theory of the organization of media education in preschool education. L.S. Vygotsky (1896–1934) - Russian psychologist, developed a cultural-historical theory to explain the development and educational process of children. This theory explores the relationship between children's thinking, language, and social environment. According to him, human development will depend not only on biological factors, but also on the influence of society and cultural environment. The main ideas of the cultural-historical theory of L.S. Vygotsky are derived from the following. In particular:

❖ There is a connection between human thinking and the social environment. L.S. According to Vygotsky, human cognition and thinking are formed through the social environment and culture. A child does not have ready-made knowledge at birth, but acquires knowledge and skills in the process of interacting with the environment. For example: a child does not develop speech independently, but learns it in the process of communicating with an adult.

❖ Manifestation of psychological functions at a high level. L.S. Vygotsky divides human development into two levels. They are:

- **Natural (lower or lower) psychological functions** consist of biological processes such as reflexes, intuition, memory, etc.

- **Higher psychological functions** are complex processes that are formed under the influence of social factors, such as thinking, speech, memory and self-control. A child is born with lower psychological functions at birth, but develops higher psychological functions through social environment and education.

❖ Proximal development zone (PRZ). This notion is one of Vygotsky's most famous ideas and denotes the difference between tasks that a child can perform independently and those that he or she can perform with the help of an adult.

❖ The real level of development **consists** of tasks that the child can perform independently, and the level of potential development consists of tasks that the child can perform with the support of an adult or a knowledgeable person. Meanwhile, the Proximal Development Zone consists of areas of knowledge and skills that the child cannot yet perform independently, but can learn with the necessary guidance or support. For example, if a young child cannot solve the given examples in mathematics on his own, but comes to the correct answer with the



necessary support from a teacher or parents, this process enters the zone of proximal development. This theory is based on the principle of "step-by-step or sequential support" (scaffolding) in the educational process. Therefore, the teacher or caregiver should provide sufficient support depending on the child's developmental level.

❖ **Mediation and Cultural Tools.** L.S. Vygotsky emphasizes that cultural **tools** play an important role in human development . These cultural tools act as an intermediary between the child and society. Therefore, cultural tools can consist of: Including:

- **Language** is the most important cultural tool for the development of thinking and exchange of knowledge in the child.
- **Symbols and symbols** – the child should be able to distinguish writing, mathematical symbols, pictures, tables, etc.
- **It is necessary to understand social and cultural traditions** – the customs, values and knowledge system accepted in a society. For example: In times when writing was not invented, people relied on their own memory. However, once the record became available, humans were able to store and transmit information.
- ❖ A feature of the development of speech and thinking. L.S. Vygotsky believes that speech and thought are closely related emotions. The child initially uses speech for social communication, and later this speech turns into internal speech and forms independent thinking.

There are stages of speech development in a child, which are:

- ✓ **Social Speech** – During infancy, a child uses speech only for communication.
 - ✓ **Egocentric speech** – the child speaks to himself, this is the formation stage of the thinking process.
 - ✓ **Internal speech** – the child uses speech to form his or her own thoughts. For example: A 4-5 year old boy explains his actions aloud when he plays a playful game ("I will put the cube" (*like*)). By the age of 6–7, it becomes an internal speech.
- L.S. Influence of Vygotsky's theory on education and upbringing.** Vygotsky's cultural-historical theory is widely used today in pedagogy and psychology. On the basis of the theory of L.S. Vygotsky, a number of pedagogical principles were formed, which are:



- **Active communication and collaboration are important** – Children will need to interact with adults and peers during the learning process.
- **Differential approach** – Education is required taking into account each child's area of proximal development.
- **The teacher in the role of the assistant** – it is desirable for the teacher-educator to be the "leader" who paves the way for the independent development of the child.
- **Use of Cultural Tools in Learning** – Children will need to be taught to use signs, writing, and other cultural tools.
- **Support of children's thinking and speech development** – Stimulation of speech and reflection development requires the use of interactive and communication-based methods.

L.S. Vygotsky's **cultural-historical theory** explains the important role of the social environment, language and culture **in the development of children**. His concepts such as **the proximal development zone** and **mediation** are actively applied in modern pedagogy. This theory shows the importance of individual approaches to children, cooperative teaching and active communication in the educational process. The ideas of L.S. Vygotsky are relevant in the system of organization of modern media education, which is one of the main directions of modern pedagogical research.

Howard Gardner's theory of Multi-Intelligence, or Multiple Intelligences. Howard Gardner put forward his "Theory of Multiple Intelligences" in 1983. According to his approach, human intelligence is not limited to **logic-mathematical** and **linguistic intelligence**, which is measured only by traditional IQ tests. Instead, there are **eight different** types of intellects that cause people to achieve excellence in different fields. **H. The 8 types of intelligence in Gardner's theory consist of, including:**

○ **Linguistic Intelligence is the ability to understand and express words easily. It is important for writers, poets, speakers, journalists. For example: Alisher Nawai, Shakespeare, Muhammad Yusuf and others.**

➤ **• Logical Mathematical Intelligence is the ability to reason, analyze and solve problems. It is important for mathematicians, scientific researchers, programmers. For example: Mirzo Ulughbeg, Albert Einstein, Alan Turing and others.**

➤ **Visual-Spatial Intelligence is the ability to visualize objects and spatial relationships. It is important for artists, architects, designers. For example:**



Leonardo da Vinci, Zaha Hadid and others.

➤ **Musical Intelligence** is the ability to remember, create and understand tones. Important for musicians, composers, singers. For example: **Mozart, Jonah Rajabi, Bob Marley and others.**

➤ **Bodily-Kinesthetic Intelligence** is the ability to perform physical movements precisely and in a coordinated manner. It is considered important for athletes, actors, dancers. For example: **Tamarakhanim, Cristiano Ronaldo, Bruce Lee and others.**

➤ **Interpersonal intelligence** is the ability to communicate effectively with other people and understand their emotions. It is important for leaders, teachers, psychologists. For example: **Nelson Mandela, Oprah Winfrey and others.**

➤ **Personal (internal) intelligence** refers to the ability to understand one's feelings and analyze them internally. It is important for philosophical thinkers, psychologists, writers. For example: **Abu Rayhan Beruni, Lev Tolstoy and others.**

➤ **Naturalist Intelligence** is the ability to understand and distinguish things related to nature. It is important for biologists, ecologists, gardeners. For example: **Abu Ali ibn Sino, David Attenborough and others.**

The importance of multi-intelligence or multi-intelligence theory includes:

- **Individual approach in education:** teaching methods should be different because each of the children has different intelligences.
- **Assistance in choosing a career:** A person will be able to find out which type of intelligence he is strong in and choose the appropriate field.
- **Social and professional development:** People with different intellects can serve society by using their strengths.

H. Gardner's theory shows **that having mental capacity is directly related not only to test results, but** also to the ability to succeed in various fields. According to the multi-intelligence theory, it is noted that children have different learning styles. Therefore, children will learn how to use media from a visual and auditory and sensory intelligence development perspective.



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