CHILDREN'S AUDIOVISUAL CONTENT OF THE 20TH CENTURY: ACHIEVEMENTS AND PROBLEMS

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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.

With the emergence of the information society, modern man began to live in the world of mass media texts, with almost no quantitative restrictions on the information received. As a rule, we are sure that they come not only with the ability to read, write and calculate. They can already use video equipment, mobile phones and computers with ease. But it turns out that the ability to control the flow of information, as a rule, in most cases, children evolves on its own: they face significant challenges when it comes to extracting the essentials, evaluating and analyzing incoming data. "Information rain" today is turning into "information flood". Here even it's easy for an adult to get overwhelmed, let alone a child.How can we help our children navigate the world of information, teach them to separate real culture from "serials" (if we've learned to do so ourselves lsak), how does their development and self-improvement contribute to their ability to select and analyze information received through mass media? It should be noted that questions about the impact of mass media on people have been a concern of pedagogues, psychologists, sociologists, cultural scientists and philosophers for a long time. Let's take a short excursion into history so that our dear reader can better imagine how they tried to solve this problem in different years of the past and present century. The study of modern mass media and their influence on child education and development begins with the advent of cinema and the rapid development of the press. For example, until 1917, it was strictly forbidden for children to go to the cinema in Russia. This ban is explained by the fact that the film has a "harmful effect on the taste and development of adolescents". But the forbidden fruit is sweet: in the evenings, a group of high school students sneaked into the cinema building to watch short silent films. To a modern moviegoer, accustomed to computer special effects and terrible "horror movies", old movies about a cheerful watering can or a train coming to the station seem kind, simple and completely harmless. But at that time, they were considered "the symbol of bad taste and evil" and were considered "very harmful" for children.

Can such a "misdeed" as visiting the cinema be considered serious?

It seems absurd and even a little funny to us now, but strict inspectors of gymnasiums, who surprised students during a forbidden activity (watching a movie), wrote their names on the "conduit", and young movie lovers after school in the gymnasium class, many hours were punished by "sitting" ...

After 1917, the ban on children going to cinemas was lifted, and a completely different slogan began to be heard throughout the country: "The most important art for us is the cinema!". Cinema is indeed

recognized as a powerful tool of propaganda and propaganda - after all, most of the common people in our country were illiterate. With the help of a short film, people could get acquainted with the life of the country, see with their own eyes other cities, the performances of the leaders of the revolution and the heroes of the civil war, horse parades on the Red Square in Moscow.

In addition, the "golden age" for radio began in the 20s and 30s of the 20th century. Children's radio programs, concerts and theatrical performances aroused constant interest among schoolchildren, especially during this period programs aimed at different age groups began to be created. In particular, in those years, weekly radio magazines "Radio Oktyabrenok", "Bolajon", "Kiziqarli bolak klub" were broadcast for schoolchildren. Needless to say, many of these shows had educational and educational potential and value. For example, the "Bolajon" radio magazine and its host, the folk hero Petrushka, introduced young listeners to cultural news, and "Curious Boys Club" introduced discoveries in the field of science and technology. Radio magazines held contests and quizzes, in which children from different parts of the country took an active part. In many schools, clubs were opened for young radio amateurs - home-made radio stations were created, and every student considered it his duty to learn Morse code in order to easily communicate with friends in other cities and villages. The first films for children began to be made in Russia only in 1925. Basically, these were films about the civil war and revolution, as well as educational films. In order to introduce schoolchildren of the young Soviet republic to the "most important art", special "Societies of friends of Soviet cinema" were formed in the cities and villages of the country. Young film lovers made documentaries through social units, held film lectures and published their own newspaper "Kino". But in 1934, this society was dissolved, and in the cities and villages there were mainly circles of technical creativity, whose main goal was to introduce the younger generation to various tools. Nevertheless, interest in "the most important of art" did not fade. Whole classes of students took part in compulsory film classes, preparation for which was carried out at the most serious level. Before the students watched a certain film (mainly educational), the teachers watched and discussed the film material. After that, the text of the introduction was developed and approved, in which the teachers were to speak before the session. For example, if it was planned to show children the feature film "Chapayev", which every schoolchild of those years had seen more than ten times, students listened to a conversation on the topic "Victory of the Soviet Army during the Civil War" . ", they were given specific recommendations about what literature to read. read before watching Before the session, the so-called "emotional preparation" was held with schoolchildren - games, competitions, reading excerpts from books, etc. in the lobby. Only after that, the film was watched, after which the "repair work" was discussed. It is clear that all these works had to fully comply with the "tasks of socialist construction" that the teachers and organizers of film classes had to strictly adhere to. Although cinema was considered a very "light art" and in the 1930s the main focus was on acquiring purely practical skills in the use of various film or photographic equipment, teachers also paid attention to family film education of the younger generation. . For example, in a special program for parents, the well-known teacher ASMakarenko noted that cinema "is the most powerful factor not only for children, but also for adults". Most of our films are excellent and high artistic education tools. At the same time, this program drew the attention of parents to the need to limit the number of children's visits to cinemas to two times a month, after which the watched film should be discussed in the family council [Fedorov, Chelysheva, 2002, p. 34].

And now you, dear readers, can you imagine that a modern child watches two movies every month? I think for today's media generation, so many movies equals information hunger...

The war ended and it took many years to rebuild the country after the devastation. But even in the most difficult years, cinema, radio, recording and the press found their audience. Schoolchildren of all ages watched with constant interest films for children and adults about great deeds, heroes of the revolution and war, radio programs for children on various topics were heard in every house, recordings of pioneer songs were heard from the window. And, of course, schoolchildren of all ages read children's

newspapers and magazines: Pionerskaya Pravda, Drummers, October Children, etc. When parents came to school meetings, they could see amateur wall newspapers that told the story of life. students, including satirical: "Tipratican", "Thorn", "Cactus" and others. It seems that films, like all radio broadcasts published in the press for children and adults, had to be in tune with the times and the principles of "socialist realism", inculcating conscious discipline, collectivism and faith in a bright future...

Over time, new types of mass communication tools appeared. In 1934, the first regular TV shows began in our country, albeit twice a week. By the beginning of the 50s, television centers appeared in all major cities of Russia. At the same time, scientific, educational, entertainment, socio-political programs "taking into account different interests and ages" were prepared for children's television. Years went by and little by little a new technological marvel entered every household; in general, in the words of the hero of the film "Moscow does not believe in tears", it is time for "no theaters, no cinema, just pure television." There is a heated debate about the effects of television. Supporters of television are on the educational potential and development of the child and wide opportunities to receive new information, opponents - harmful electromagnet that has a negative effect on health. pointing to radiation, etc. But, despite everything, the boys and girls of the 60s and 70s watched shows and movies on television just as high schoolers once watched silent films and watched movies in the dark corners of the cinema. they watched eagerly as if hiding from a strict inspector.

Schoolchildren with a passion for film and television often gathered in film clubs, where they could get acquainted with new releases and "out-of-the-box" films that were rarely shown on the big screen. Mostly, of course, these were teenagers and high school students, fans of the works of F. Fellini, A. Tarkovsky and other famous masters. As for the younger schoolchildren, they enjoyed watching "Good night, children" and "Alarm clock" programs on TV, cartoons and fairy-tale films in cinemas. True, children's films were rarely shown on television, but a children's film was mandatory in every cinema during the morning show. In addition, educational films on all academic subjects of different ages were shown on the educational TV channel, which was a significant help for school teachers. Time flies, video has become commonplace, CDs with films of various themes and genres are sold in any supermarket. Today, you don't need to go to the cinema to watch your favorite movie, you can sit comfortably on your sofa and watch any new movie with your whole family. Most of us do…

We said that mass media acts as a filter that selects, aggregates and interprets information. A characteristic feature of children's perception is that what they see is repeated by them in games and manifested in behavior. In other words, children try to imitate what they see around them. Therefore, if we remember that our grandparents played Chapaev in the yard, and we ourselves played Stirlitz, can it be assumed that our children should play Dom-2? It is now widely accepted that schools should teach students to think critically about information presented by the media. One way to introduce school students to a comprehensive understanding of mass media is through media education—teaching through various media tools and materials. Media education opens great opportunities for the development of the child, his intellectual and creative potential, ability, independent thinking. The ultimate goal of media education is to develop media literacy in students, facilitate critical communication with the media, and understand the importance of the media in everyone's life. In 1987, the Council of Europe adopted a resolution on "Media Education and New Technologies", which emphasized media education:

"Media education should start as early as possible and continue throughout the school years as a compulsory subject for study" [Fedorov, 2001]. In 2000, the Council of Europe developed the Parliamentary Assembly's recommendations on media education, which stated: "Media education should be considered as education aimed at developing media competence, a critical and thoughtful

attitude towards the media. they are able to form their own opinions based on the information available to them in order to raise well-rounded citizens.

Media education allows them to use the necessary information, analyze it, determine economic, political, social and (or) cultural priorities in it. Media education teaches you to interpret and create your own messages, to choose the most appropriate medium for communication, and ultimately to have a significant impact on the planning and production of media products.

Media education enables people to exercise their right to freedom of expression and access to information. This is not only an advantage for personal improvement, but also encourages interpersonal participation in society. In this sense, media education forms democratic citizenship and political consciousness in people.

In many countries of the world (Canada, Australia, Great Britain, France, etc.), a media education system has been established in secondary and higher educational institutions. In a number of countries, media education is included in school subjects, for example, in Australia and Canada, its study begins at preschool age.

Unfortunately, in Russia, media education is still not a compulsory school subject and is conducted in the form of special courses, media clubs, electives, media studios, and many teachers use the opportunities of media pedagogy in teaching various school subjects. As for family media pedagogy, this issue is usually rarely raised in pedagogical and popular scientific literature, and if it is discussed, it is often limited to showing the negative aspects of mass media and the need to limit children's contact with television, computers and the Internet. But, unfortunately, as life has shown, such instructions are ineffective in our time... Here, in our opinion, one can fully agree with the opinion of the famous researcher and media pedagogue LMBajenova: "It is necessary, based on the experience of students, to teach students helping to understand it, arranging the necessary accents. Then all mass media not only do not hinder the development of children, but, on the contrary, promote it. The experience of working with children shows that we contribute to their moral, aesthetic, intellectual development, develop speech, communication skills, educational and cognitive skills by forming media culture of children. Thus, by engaging in media education for students, we not only help them understand the world of artistic information of a very different nature, but also contribute to their development" [Bazhenova, 2004, p. 7]. Of course, start The screen is of great importance when working with elementary school students. Screen media texts are divided into several types: artistic, scientific research, scientific and popular, advertising, etc. And each of these types has its own characteristics and media ta lim system is considered differently. For example, when working with any of the above types of screen media texts, it is possible to organize joint viewing and discussion. Many researchers of local media education (OA Baranov, SN Penzin , AV Fedorov, etc.), according to the opinion of teachers, great opportunities open up for teachers in working with artistic screen works of media culture. or limited to collective discussion to broaden the audience's worldview, the forms of work in working with works of art are possible, including creative tasks, play and competitive elements and methods are more diverse.

Take, for example, modern television. If during the Soviet era TV programs were structured according to various parameters - the audience's age, intellectual, cultural, professional, and social interests, in the post-Soviet period this clear structure disappeared. In addition, TV is not the only source of information, the child can use it from the Internet, newspapers and magazines, etc. Thus, the need to develop media literacy in modern Russian conditions is evident. This need is related to the rapidly changing and ever-increasing flow of information reaching viewers, readers, and listeners.

The need to solve the problem of media literacy in the family is noted in the Recommendations of the Parliamentary Assembly on media education adopted by the Council of Europe: "Media education

should also be aimed at the older population now and in the future. It should help them not only to adapt to the pace of modern development, but also to better fulfill the role of parents." So, what is media literacy? This concept includes:

use a computer, video recorder, camera, video camera, etc., search for the necessary information in a huge stream, independently understand, analyze, distinguish true statements from false ones, create their own films, programs, websites, magazines, etc. Media literacy refers to the development of children's tastes, interests and needs in the field of film, television, video, photography and other mass media.

But, as we have found, when there is too much media in everyday life, how can the educational, educational and developmental potential of the media be used in family education? Also, how do we, as adults, determine whether or not we are media literate? Where were parents taught this? Admittedly, dear reader, media literacy in Russia has not yet been taught even to teachers (except in very rare cases). As for parents, they (ie, we) have been media-educating themselves all their lives, just like our children. The results of such self-education are completely different: some are satisfied with "series" and confuse them with high artistic works, others prefer classics, others "watch everything in a row" and so on. VASukhomlinsky wrote: "It is very important that the wonderful world of nature, beauty, music, fantasy, creativity that surrounds preschool children does not close the door of the classroom in front of the child." The source of life (including aesthetic and moral) impressions of a primary school student is his direct contact with the outside world and, of course, first of all, communication in the family. At this age, the family has a great influence on the formation of taste and aesthetic interests, attitude to works of art, including media art.

We all come from childhood.... This is true, because during childhood, the child shows the most reliable attitude towards his parents, who are considered by him as an ideal and an example of artistic and aesthetic taste. Moral standards and aesthetic values that are unique to each of us become faithful companions until the end of our lives thanks to family traditions. Therefore, the most significant influence on the development of children's interests, tastes and preferences is the activity of parents in any art or creativity. For example, if one of the child's parents is interested in drawing or singing, when the child enters school, as a rule, there is a stable interest in drawing and singing. Let's try to guess what tastes, preferences or interests the child will develop if the only hobby of the parent is to watch "series" endlessly and without much analysis? So, do we need to be media literate ourselves to help a child navigate the media world? Yes, this is true, but this does not mean that we, as adults, need to master media literacy for a long, long time, because during this time our child may already grow up. Reading with your child, learning the basics of mass media, independently "reading" and mass media texts (that is, texts offered by us through various media: radio, television, press, etc.) is it not better to try to understand critically?), try to create your own media works? Media researchers T. Orange and L. Flynn, authors of the popular book "The Media Diet for Children" have a very good idea: "If you are a media-savvy parent, help your child be smart. you will get The best way to do this is to sit with your child in front of the screen and help him understand what he needs to learn. You can explain, for example, that advertising tricks people into buying things they don't need, or that the gruesome murders that appear on the news don't happen every day, or that witches simply don't exist. [Orange, Flynn, 2007, p. 196]. But before we begin the practical implementation of family media literacy plans, we allow you to touch on the most important aspects that parents should consider when raising and developing the media literacy of a 6-10-year-old child, because it age (at the same time, like all other stages of children's development) has its own characteristics. Great types of art for junior high school students (e.g. film, TV) is the most understordable, convenient and interesting. Children's interest in screen art appears earlier than in music or literature. Children's perception is such that it is easier for a young schoolboy, for example, to perceive a screen show where he sees acting and plays and hears musical accompaniment than when he concentrates on reading. This is probably why young school

children love to watch TV and when it comes to reading, they prefer adults to read to them or tell them something. At this time, children use their imagination and fantasy to create images of characters, ongoing actions, etc. Often, the fruits of fantasy and imagination are embodied in drawings or games. One of the most popular types of screen acting among elementary school students is animation. Cartoons are understandable and understandable for children, and in terms of time, many animated films, as a rule, are less than full-length films. Cartoon characters - often animals or fairy-tale creatures - are very impressive for children and evoke positive emotions in them. Parents can not only watch and discuss animated films with their children, but also tell them how an animated film is made, who is involved in its creation, and what technology is used in a particular cartoon. For example, after watching a movie or a TV program, young schoolchildren often ask questions and demand clarification from adults. At the same time, the child often does not agree with the superficial statements of parents who are tired during the day, but requires an explanation that corresponds to a sufficiently developed system of his ideas about screen events. In this regard, the position of the parent, his personal attitude to the work of media and culture is important, and the explanations of new events for the child should be convenient and suitable for his development. Dialogue and conversation help parents understand the child's reaction to what he sees on the screen, activates his attention to the main (main) moments and symbols. At the same time, it is very important that these conversations, discussions, games or creative tasks that you offer your child do not tire him too much. It turns out that when performing very simple but monotonous tasks, junior schoolchildren are more distracted than when solving more complex tasks that require the use of different work methods and methods.

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We have already emphasized that the ability to find, select and process the necessary information is very important for a modern child of primary school age. The lack of this skill often leads many schoolchildren who have mastered computer technology to "download" ready-made essays or information from the Internet, and thus their "creative work" ends. It is no secret that most students do not read ready-made information obtained by printing from ready-made sources before handing it to the teacher for checking.

In this regard, it is very important for a child to receive ready-made information without overstating its meaning, but also to select the most necessary and interesting information, and to be able to process it creatively in accordance with his intelligence and level. Electronic encyclopedias, which have been produced in large numbers in recent years, can effectively help a child in this regard. In the encyclopedia, a student can not only get acquainted with new information on a specific subject, but also get acquainted with the masterpieces of world culture - visit virtual museums, exhibitions, "travel" to other cities and countries. All this undoubtedly serves to increase the student's knowledge, expand his worldview, and raise his cultural level.

And here parents can also be faithful assistants of the child: they tell how such publications are organized and offer tasks that contribute to the ability to independently find interesting information. For example, you can ask them to find answers to the following questions in the encyclopedia: "Where can you read about horses, dolphins, lizards?" "Where can I read about rare cat breeds? Tell me how to find their photos?", "What did the first airplanes look like", etc. Working with electronic catalogs can be important for improving the search ability of a child of primary school age. With their help , for example, children can learn about writers, poets, composers, artists and get acquainted with their work. Such tasks will later help the child to independently search for interesting information, prepare questions for contests, quizzes, etc. using an electronic encyclopedia. Joint creative activities are also of great importance for the development of media literacy of young schoolchildren: group discussions, simple crafts with your own hands, collages, drawings, etc. All these types of tasks can be combined with games, interesting competitions and can also be organized in the form of quizzes.For example, you can try to offer your child the following game: create a plot for a cartoon with a chosen character together, and then compare it with what you came up with. You can also organize a fun family tournament by telling each other interesting stories about the new adventures of the cartoon character. If you and, most importantly, your child likes this activity, you will be able to shoot your own film on a movie camera (where the child himself or a family member plays the role of the main character), with sound, costumes and more. Such joint games with parents are of great importance for the development of the child's ability to interact with the people around him, because in the game the child develops as a person, those aspects of his psyche are formed, which and it leads to the success of the next life, and its activity, its attitude to the surrounding world will later depend on you. After all, when an adult and a small person play together, the game unites them in a common experience, active cooperation, common joy and excitement. Children of primary school age are very sensitive to the warmth of their parents and gladly accept their loved ones as equal partners. At the same time, in the game, the child should be able to freely express himself creatively without fear of ridicule or failure. Therefore, parents should be patient, show kindness and tenderness towards the child, praise even small successes and support them in failures. It is important to remember that only by feeling completely safe, your child can open up, trust you with their fantasies and share their thoughts. He needs emotional warmth and support, which is an important condition for the success of upbringing. A smile, a friendly attitude, respect, constant attention to all creative expressions of the child - all this will help you, dear reader, gain trust and become your child's best friend for many years.

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