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MEDIA TECHNOLOGIES AS A MEANS OF FORMING THE FOUNDATIONS OF PRESCHOOL CHILDREN'S INFORMATION CULTURE

Abstract

The personalityinformation culture formation is of particular theoretical and practical importance in the modem information societyepoch.

The authors emphasize that television; the Internet and the computer are becoming a more powerful factor in the impact of the modem information environment on the older preschool children. Before the media invasion into our lives, the most defenseless and dependent category is preschool children. The childis known to be poorly prepared to adequately perceive information from the screenat that age and can't be critical to this or that information.Accordingly the main teachers' and parents'task is to create the conditions allowing a preschooler to fetch up a personally significant meaning, independently develop the life knowledge, skills and meanings acting as guidelines while critically analysing the information.

Among the most essential facilitieswhile forming the preschoolers' information culture foundations are media technologies that are able to present information to preschoolers in an accessible and easily perceptible game form, to develop children'screative activity and imaginative thinking

Keywords: *a preschool child, information culture, information and educational activities, media technologies, modem technical facilities.*

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МЕДИАТЕХНОЛОГИЯ МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАНЫҢ АҚПАРАТТЫҚ МӘДЕНИЕТІНІҢ НЕГІЗДЕРІН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ

Аңдатпа.

Қазіргі ақпараттық қоғам дәуірінде жеке тұлғаның ақпараттық мәдениетін қалыптастыру ерекше теориялық және практикалық маңызға ие.

Авторлар қазіргі ақпараттық мәдениеттің мектеп жасына дейінгі балаларға әсер етуінің неғұрлым күшті факторы теледидар, интернет және компьютер екенін айтады. Бұқаралық ақпарат құралдарының шабуылына дейін, мектеп жасына дейінгі балалар ең қорғансыз және тәуелді категория болып табылады. Бұл жаста бала ақпаратты экраннан дұрыс қабылдауға дайын емес. Баланың белгілі бір ақпаратқа сыни көзқараспен қарап,ақыл таразысына салуды білмейтіні анақ. Ақпараттың көптігінен баланы педагогтер мен ата – аналардың негізгі міндеті- баланың ақпаратқа сыни тұрғыдан қарап, мағынасын түсінуге үйрету. Ақпаратты мектеп жасына дейінгі баланың білім, білік,дағдылар мен өмірдің мағынасын дербес дамытуға мүмкіндік беретін жағдай жасау.

Мектеп жасына дейінгі балалардың ақпараттық мәдениетінің негіздерін қалыптастырудың маңызды құралдарының бірі медиатехнология болып табылады. Медиатехнология мектеп жасына дейінгі балаларға ақпаратты қол жетімді және оңай

қабылдауға, балалардың шығармашылық белсенділігі мен балалардың ойлауын,зейінін дамытуға пайдалы.

Түйінді сөздер*:* мектеп жасына дейінгі бала, ақпараттық мәдениет, ақпараттық-білім беру қызметі, медиатехнологиялар, заманауи техникалық құралдар.

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МЕДИАТЕХНОЛОГИИ КАК СРЕДСТВО ФОРМИРОВАНИЯ ОСНОВ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ ДОШКОЛЬНИКА

Аннотация.

В эпоху современного информационного общества особую теоретическую и практическую значимость приобретает формирование информационной культуры личности. Авторы подчеркивают, что более мощным фактором воздействия современной информационной среды на детей старшего дошкольного возраста становятся телевидение, Интернет и компьютер. Перед вторжением СМИ в нашу жизнь наиболее беззащитной и зависимой категорией оказываются дети дошкольного возраста. Известно, что в данном возрасте ребенок не готов адекватно воспринимать информацию с экрана, не умеет критично относиться к той или иной информации. Соответственно, основная задача педагогов и родителей – создать условия, позволяющие понять дошкольнику личностно значимый смысл, самостоятельно выработать знания, умения и смыслы жизни, выступающие ориентирами в критическом отношении к информации.

Одним из важных средств в формировании основ информационной культуры дошкольников являются медиатехнологии, которые обладают способностью представлять информацию дошкольникам в доступной и легкой для восприятия игровой форме, развивать творческую активность детей и образное мышление детей.

Ключевые слова: *дошкольник, информационная культура, информационно-просветительная деятельность, медиатехнологии, современные технические средства.*

Introduction

At the modern stage of developing and upbringing of the preschooler interested in everything new (technology, video and media products, computer games), the forming of an information culture is a necessary condition for the personalityformation.

The computer and multimedia are the information processingtools, which being a powerful technical facilitywhile teaching and communicatingare necessary for the teachers', parents' and children' mutual activity.

While forming the children's information culture foundations in preschool organizations, the application of modern information technologies in the organized educational activities process contributes to the creative imaginationevolution, the desire for novelty and the children'scognitive activitystrengthening. In such information and educational activities'process, children learn to put forward various ideas for solving problems and situations, applying knowledge, planning practical actions, comprehending and evaluatingtheir own and otherschildren results.

The advantage of these technologies is that they have the ability to present information to preschoolers in an accessible and easily perceived playful form; shift the emphasis from information methods to visual ones; develop children's creative activity and imaginative thinking; visualize objects and processes in all possible angles, in detail; demonstrate the internal

relationships of the components, including those hidden in the real world. «The creation of a vivid audiovisual image, close to the subculture of a modern preschool child, occurs due to such properties of media technologies as interactivity, dynamism and multimedia.

In the formation of the foundations of the information culture of children in preschool organizations, the use of modern information technologies in the process of organized educational activities contributes to the development of creative imagination, the desire for novelty and the strengthening of cognitive activity of children. In the process of such information and educational activities, children learn to put forward various ideas for solving problems, situations, apply knowledge, plan practical actions, comprehend and evaluate the results - their own and others.

Interactivity as an important property of media technologies contributes to the active inclusion of participants in the educational process for the perception and ability to independently choose, plan, implement, evaluate the information presented [1]. As a result, it is interactivity that has an activating effect on preschoolers, encourages them to take independent actions and make important decisions.

Later the author goes on writing: "The notion should be made that we usually create dynamism to form children's knowledge concerning events and phenomena changeability, and all this happens during some period.

We also apply audiovisual, text, graphic information in a brighter and more colourful form acceptable to a child's perception using multimedia as a necessary feature of media technologies.

The teacher can present any audiovisual screen information using interactive features like graphics, animation, video images.

We can form the following skills by media technologies while developing the preschooler's information culture basics:

- skills in life and imaginary situations modelling in a game way;
- skills in synthesizing of various types of artistic activities comprising literary text and story-role-playing games, theatrical play and drawing, music and imitation games;
- capability of perceiving information while applying various media effects like sound, colour, action, and image combined;
- skills in creating a moderate artistic thing like photo collages, colouring books, albums accompanied by easy tasks under adults' assistance"[11].

Research methodology

The research is based on theoretical methods: a) theoretical analysis and synthesis of information contained in pedagogical, psychological, cultural, sociological literature concerning the research problem; b) empirical methods: pedagogical observation, discussions, survey.

Discussion

The contemporary technical teaching means play a specific role in the process of perceiving and analyzing the information obtained in preschoolers' process.

They, in the long run, promote the preschool children intellectual abilities and develop the children's cognition in the motivational - emotional sphere.

Modern well-known information technologies in the teacher's work area - presentations, slide shows, multimedia photo albums, computer games, etc. These modern tools allow the teacher to build their activities logically, scientifically and accessible to preschoolers.

Notion should be made that including of such types of information technologies as virtual excursions, multimedia presentations, slide shows into the organized educational activities contribute to the creation of an consistency, coherence and accessibility atmosphere into the learning process and formingthe initiative, activity, curiosity among preschoolers.

Multimedia presentations are one of the potentially effective facilities of developing cognitive activity and preschoolers'activity in the information culturefoundationsinformation.

The presentation of cognitive material using computer tools, application of the Internet to get information, etc. enliven the educational process, making it vivid, memorable and interesting for

children [2]. Simultaneously the computer's ability to reproduce information simultaneously in the form of text, graphics, sound, speech, video, memorizing and processing data with greatspeed allows teachers to successfully use multimedia presentations in their activities. In comparison with traditional forms of teaching preschoolers, multimedia presentations have a number of advantages: presentation teaches to concentrate information in a concise and logical form, while it carries a figurative type of information understandable to preschoolers:multimedia presentations assume multi-variance and provide a quick opportunity for further editing; presentations allows you to present training and developing material as a system of brightreference images filled with comprehensive structured information in algorithmic order. In thiscase, we involve various channels of perception, which makes it possible to put information intothe memory of children not only in a factual, but also in an associative form.

Thus, thenotion should be madeabout the importance of information technology in the preschool organizations'prepared educational activities as a factor in the cognitive potential development in the forming of preschoolers'information culture foundations:

- multimedia is an important factor for perceiving, assimilating and using the necessary information;

- modern technical facilities in the educational process strengthen and expand the potential of the presented information while developingthechild'screative abilities;

- the use of information technologies in teaching, including the explanation of many theoretical concepts, is extremely effective, since visual and figurative components of thinking play an extremely important role in the older preschool children'slives.

Our research practical sectionis represented by the 'Files' preschooler group program, which consists of three blocks and is aimed at the activity-practical information culturefoundationsformation. The main purpose of the preschooler groupactivity was to produce conditions when developing logical thinking, spatial representations of preschoolers, as well as the formation of computer elementary practical habits and skills.

The main objectives of the preschooler groupprogram are:

a) teaching basic computer skills;

b) formingthe skills and abilities to perform logical and creative tasks of various directions, independent activity skills using the computer;

c) development of the need for creativity; stimulation of the processes of self-development and artistic and creative self-realization;

d) improving the dialogic speech of children: the ability to listen to the interlocutor, understand questions and the meaning of tasks, ask questions;

e) formation of preschool children's perception of the computer not only as a means for games, but as a multifaceted device with endless possibilities for the development of creativity.

Block l. Teaching the basic rules of running the computer.

At the initial stage, classes are aimed at studying device names, familiarization with the principles of computer operation, fixing the rules of behaviour in the computer classroom and safety when working at a computer. At the same time, great importance is attached to observing the correct posture, the position of hands when working with the mouse and keyboard, observing the necessary distance between the child's eyes and the screen plane. Topics of classes: 'Fixies. Dim Dimych learn to draw' (together with the heroes of the cartoon children master the techniques of computer drawing), 'Simka and Nolik master computer' (cartoon characters become acquainted with the children with the devices of the computer and the rules of the computer), 'Gymnastics of little magicians' (the gymnastics for eyes 'hide and seek', which relieves eye fatigue; exercises for strengthening the eye muscles, for example, 'Visual reference points' - exercises with colour spots, etc.).

Block 2. Familiarity with the graphic editor tools.

Before you start getting acquainted with the graphic editortools, it is advisable to teach preschoolers to use the mouse manipulator. During the lessons, children get acquainted with the names and functions of the tools located on the panel of the graphic editor. With the help of educational tasks, they install elementary skills of drawing various lines on a computer, filling in contours, drawing geometric shapes, choosing colours, etc.

The effective use of competition, various test tasks, rules in practical work contributes to the intensifyingthe cognitive interest in the proposed set of toolsstudy. Topics of classes: "What happens round?"(drawings based on the cartoon 'Fixiki': 'Magnifying glass', 'Compass', 'Alarm clock', 'CD', 'Balloon'); 'Straight lines and curves' (drawings based on the cartoon 'Fixiki': 'Railway', 'Wires', 'Pipes'); 'Aquarium with fish', 'Houses for fixies','Balloon Shop', 'Flower fireworks', 'Magic friends of fixies'(creative drawing with learning the elements of copying).

Block 3. Images creation by computer graphics facilities.

The importance of the graphic literacy foundation formationis dictated by its huge role in the development of logical thinking, cognitive abilities, spatial representations and imagination ofpreschoolers. Children master the initial skills of working with all graphic programs, the knowledge of which can contribute to the implementation of creative initiatives of preschoolersin the process of studying the Paint graphic editortools. In our practical work, acquaintance with the graphic editor toolbar was carried out in an entertaining form, where during the game children learned to compare the image and the functions of tools in different graphic editors that help to perform drawing tasks [3]. In addition, they get acquainted with visual means and techniques in practice, learn such possibilities as copying, reproduction, reflection of a drawing or pattern. Mastering these techniques helped the child to create simple artistic images independently by means of computer graphics. The children summarized the knowledge gained in practice, which was consolidated by the creation of creative works according to the plan, where the children showed the ability to use different means of computer expressiveness to express their own ideas.

Topics of classes: 'Greeting card' (acquaintance with the design and decoration of postcards, creating your own greeting card); 'Little cooks' (choosing the drawing of a cake for mom, for a Toe and a Sim card, for a favourite holiday of Fixies); 'Logo' (creation by choice of the logo of the city, kindergarten, children's park for Fixies, cafe on wheels); 'Tunny designers' (production of colorful labels, fancy candy wrappers for chocolate), etc.

As we can see, "computer graphics" as a new kind of creativity m children that combines traditional values of art with new forms of its creation and perception with the help of expressive means of information technology" [4].

Results The results of this work on the information culture foundations formation of preschoolers were the personal contribution of the authors in solving the stated problem: analysis of theoretical and methodological possibilities of information technologies in «information and educational activities, contributing to the development of cognitive interest in the information culture foundations formation of preschoolers;

substantiation of conditions for the development of logical thinking, spatial representations of preschoolers, as well as the formation of elementary practical skills and computer skills, drawing up a system of information procedures, technologies and means of creating an information product» [11].

Conclusions (summary)

Practical experience has led us to some conclusions. Currently, it is impossible to protect preschooler from television or a computer, since this is an integral part of his or her life. At the very beginning of mastering the computer, parents should be an example for the child. It is theywho should help them to create a personal computer environment and teach them to navigate online information resources. At the first stages, it is recommended to show the child family photos, play educational games with them, view multimedia encyclopedias. In this respect it is important to select computer programs that match their age, limit the time of playing at the computer. When we

choose computer programs, it is necessary to base on such components of the program as creativity and criticality of the presentation of information material, its flexibility, consistency, dialectic; the ability to develop search activity, the desire for novelty; the development of creative imagination. With the skillful use of the Internet, educational and developmental programs provide huge opportunities for learning about the world around us, introduce us to the traditions, customs, history and culture of different countries and people. As a result, the mass media contributes to the acquisition of their own life experience; stimulate the manifestation of initiative, the creation of universal values, from which the information culture of a preschooler is formed.

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