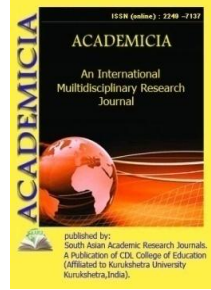


ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01023.5

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

Shermanova Feruza Djumaboevna*

*2nd year Doctoral Student,
 Qori Niyazi Research Institute,
 UZBEKISTAN

Email id: feruza.shermanova@inbox.ru

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. 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

KEYWORDS: *Media, media education, media literacy, media laws.*

REFERENCES

1. McLuhan, M. (1988). Laws of Media: The New Science with Eric McLuhan / University of Toronto Press, 268 p.
2. McLuhan M. (2001). War and peace in global village. Gingko Press: New Ed edition, 192 p.
3. 3. Media/Education//http://portal.unesco.org/ci/en/ev.phpURL_ID=1653&URL_DO=DO_TO PIC&URL_SECTION=201.htm
4. Educating for the Media and the Digital Age: International Conference, Vienna, 18-20 April, 1999, p.428

5. Pottinger, I. (1997). LernzielMediaenkompetenz. Munchen: KoPad-Verlag, 272 p., Baake, D. and all (Eds.) (1999). Hanbuch Mediaen: Medienkompetenz. Modelle und Projecte. Bonn: Budeszentrale fur Politische Bildung, 308 p., Blumeke, S. (2000). Mediaenpadagogische Kompetenz. Munchen: KoPad-Verlag, 400 p.
6. Tulodziecki, G. (1997): Medien in Erziehung und Bildung. Grundlagen und Beispieleeinerhandlungs und entwicklungsorientiertenMedienpädagogik. Bad Heilbrunn, p.120.
7. Buckingham D., Sefton-Green, J. (1997). Multimedia Education: Media Literacy in the Age of Digital Culture. In: Kubey, R. (Ed.). Media Literacy in the Information Age. New Brunswick and London: Transaction Publishers, p.290.
8. Zmanovskaya N.V. Formation of media-communicative education of future teachers. Autoref. dis. on step. kand. ped. science. Krasnoyarsk, 2004. 24 p.
9. Potter, W.J. (2001). Media Literacy. Thousand Oaks — London: Sage Publication, 423 p.
10. Baran, J (2014). Introduction to Mass Communication: Media Literacy and Culture Updated Edition. McGraw-Hill Education, pp. 57-58
11. Weber V. Media portfolio portfolio // Informatics and education. 2002. № 1
12. Davidova, O.I. Mediakompetentnostvospitatelya DOU prisozdaniielektronnyxprezentatsiy / O.I. Davydova, L.G. Bogoslavets // Upravlenie DOU –№ 1. - 2012. - C.99-104
13. Ivanova, L.A. Mediakompetentnostpedagogadoshkolnogoobrazovatelnogouchrejdeniya: voprosyteorii / L.A. Ivanova // Detskiy sad ot A do Ya. - № 6. — 2009. - S. 35-43.
14. Protopopova, V.V. Mediakompetentnostsovremennogopedagoga / V.V. Protopopova // Vissheegumanitarnoeobrazovanie XXI veka: problemyiperspektivi: V 2-x t. T. 1. Pedagogy. Psychology. - Samara: PGSGA, 2009. - C.285–288.
15. Surova, O.A. Upravleniedoshkolnimobrazovaniem s ispolzovaniemprogrammnixproduktovspetsialnogonaznacheniya / O.A. Surova // DOU management. - № 9. - 2011. - p. 54- 57.
16. Ushakova, E.V. Organization of edinogoinformatsionno-obrazovatelnogoprostranstva / E.V.Ushakova, N.V. Gagarina, S.E. Paxomova // Management of DOU. - № 9. - 2011. - p. 10-24.
17. Donina I.A., Gopkina A.N. Model formirovaniyagotovnostipedagogvdoshkolnoyobrazovatelnoyorganizatsii k prodvijeniyuobrazovatelnixuslug // Sankt-Peterburgskiyobrazovatelniyvestnik. 2018. №4-5 (20-21)