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

DOI: 10.5958/2249-7137.2021.00691.1

THE ROLE OF MEDIA WHILE TEACHING YOUNGSTER LEARNERS

Tursunova Odina Salimovna*

*Teacher,
Department of "Teaching languages",
Ferghana Polytechnic Institute, UZBEKISTAN
Email id: tursunovaodina65@gmail.com

ABSTRACT

This article surveys a choice of considers on advanced media and learning for little youngster ages 3 to 6. The scope of advanced media for this age group is developing and incorporates PC conveyed and online exercises; support video games; handheld media, occasionally with GPS or an accelerometer, in cell phones and other remote mobile devices; electronic toys and learning systems; dolls and robots that move and talk; physically active games using dance pads, sports equipment, or stationary bikes as the interface to the game; and online communities and social networks; among others. The examination has tried the adequacy of a few advanced media items for little youngsters' learning and has found, for instance, improvements in kids' information and abilities for speculation, arranging, noticing, critical thinking, perusing, language, math, hypothesis arrangement and testing, innovativeness, and collaborative learning. In any case, large numbers of the most popular commercially accessible advanced media items for small kids have never been studied or tested, thus there is no authoritative proof of their advantages or drawbacks. The article concludes with a conversation of examination moves toward that could be utilized to research small kids' preparing of advanced media to improve the plan and adequacy of future media items planned for this age group.

KEYWORDS: *Children, Preschool, Kindergarten, Media, computer, Research, Learning, Cognitive skills, Reading.*

INTRODUCTION

What are young children learning with advanced media? Increasingly, children ages 3 to 6 and their parents and teachers are using interactive digital media and toys for learning and entertainment, playing alone, and with others (Anand & Krosnick, 2005). A significant number

of the higher caliber media made particularly for kids in this age group have unequivocal learning objectives, utilize grounded and successful learning methodologies, and are created by specialists who comprehend little youngsters' formative requirements and capacities, which change drastically from year to year. Be that as it may, not all advanced media for small kids are made with such a lot of ability and care. This article presents a portion of the examination that has explored the impacts of advanced media on little youngsters' learning and it talks about headings for future exploration. It starts with an outline of the kinds of advanced media small kids are utilizing today.

MATERIALS AND METHODS

Youngsters have a developing assortment of media alternatives, which range from the standard presentation of modified substance on a screen with a console or game regulator as the info gadget to fresher approaches to play. More up to date media choices incorporate dealing with actual articles that have electronic, computer-based abilities (interactive storybooks, the Tag reading system and the Tag Junior smartpen, electronic keyboards and music-makers, dolls and robots that move and interact, electronic toys, durable portable computers with kid-friendly buttons); engaging in physical activities by using dance pads and sports equipment as interfaces that involve exertion, physical movement, and feedback *(Dance Dance Revolution* that uses a dance pad, *Wii Sports,* Wii Fit balance board, Smart Cycle); using mobile devices for screen-based games and activities (ABC Memory Match,Peekaboo Barn,Mickey Mini Golf, Nickelodeon's iPhone games for young children, games for the TicTalk children's mobile phone, DiaBetNet mobile games for children with type 1 diabetes) and GPS-supported outdoor scavenger hunts and other location-based activities; or - for 5- and 6-year-olds, and sometimes for younger children who sit on a parent's lap - communicating with online communities of peers (social networks such asWhyville, Club Penguin,and Webkinz).

A storm of intelligent items is presently focused on little youngsters. A few surveys of examination writing have distinguished significant qualities and restrictions of cutting edge media for little youngsters (e.g., Calvert, Jordan, & Cocking, 2002; Chen, Lieberman, & Paisley, 1985; Fisch, 2004; Gimbert & Cristol, 2004; Greenfield, 1984; Haughland & Shade, 1994; Kirkorian, Wartella, & Anderson, 2008; Lieberman, 1985; McCarrick & Li, 2007; Shuler, 2007; Thai, Lowenstein, Ching, & Rejeski, 2009; Vandewater et al., 2007; Vernadakis, Avgerinos, Tsitskari, Zachopoulou, 2005; Wartella, Caplovitz, & Lee, 2004; Yelland, 2005). However, there is still a ton to be found out about the advantages and drawbacks of these media, their steadily developing substance and organizations, and how to plan them well. What follows is an examining of a portion of the learning results that have been tried in examination and a couple of musings about subsequent stages.

CHALLENGING ASSUMPTIONS

A few investigations (e.g., Resnick, 1998; Resnick et al., 1998) have discovered that computerized media can acquaint kids with conceptual ideas that were recently considered excessively progressed for their age gathering, for example, ideas about mathematics, dynamic frameworks, and communication competence... Other studies (e.g., Yelland, 2005) have discovered that advanced media-based exercises in school settings can draw in youngsters in shared getting the hang of, thinking, and critical thinking exercises that had been believed to be

excessively refined for them to comprehend and do at youthful ages. Following is a discussion of these studies.

To show progressed ideas and cycles, computerized media are currently being incorporated into involved materials that encourage learning. Instructive toys called "digital manipulative" have been created at the MIT Media Lab to empower little youngsters ages 5 and more seasoned to investigate, for example, the concepts of feedback and emergence (Resnick, 1998; Resnick et al., 1998), which the creators guarantee can be learned well through the programming and utilization of digital manipulatives, for example, programmable Lego bricks and digital beads.

Programmable Lego blocks contain a central processor and infrared lights that youngsters program to set up two-way communication and activities. They have output ports for controlling engines and lights and information ports that can get data from sensors that recognize light, contact, temperature, and different states of the environment. Youngsters program the blocks and use them to assemble automated animals and networks of animals that move around and cooperate with each other, each with their own practices and inclinations. In this movement, youngsters find how their animals speak with one another and with what outcomes; accordingly, they learn fundamental ideas and general standards of successful communication. They learn, for example, that a communicator should have an exact model of the other animal and what the animal definitely knows, so clear and viable equal communication can happen. The robot animal networks make the ideas remarkable and genuine for kids, and the computerized manipulative give them another climate were to think and test out thoughts.

In another line of exploration, advanced media upheld youngsters' mastering of numerical abilities and fundamental theoretical numerical ideas by giving computer-delivered manipulatives, which were found to have a few preferences over actual active math manipulatives (Clements & Sarama, 2007; Sarama and Clements, 2004). For instance, the computer-delivered manipulatives empowered students to make their insight express, offered adaptability in the manner in which mathematical ideas were shown, permitted students to save their work and recover it later, connected the solid with the theoretical both outwardly and with unequivocal input, progressively connected a few portrayals of similar ideas, centred consideration, expanded inspiration, and energized issue presenting and guessing.

LANGUAGE AND READING

Numerous advanced media items and intelligent toys for little youngsters to use at home are intended to show language and perusing status abilities, for example, the letters in order, phonics, word acknowledgement, word building, and learning a subsequent language. The examination has discovered that all around planned computerized learning programs in these zones can be powerful (Fisch, Shulman, Aker man, and Levin, 2002; McGee and Rich gels, 2006; Segers and Verhoeven, 2002). For example, River deep's Destination Reading curriculum for pre-kindergarten to first grade and Leap Frog's Leap's Phonics Library improved children's acquisition of fundamental language knowledge and skills, such as the alphabet and word concepts (e.g., Spencer & Baskin, 1997).

Advanced media can help boost children's vocabulary skills and their acquisition of spelling and reading (Din & Calao, 2001), can improve their early writing skills (Moxley, Warash, Coffman, Brinton, & Concannon, 1997), and can enhance word recognition and word

creation, compared to traditional teaching methods (Reitsma & Wesseling, 1998). An experiment found that animated multimedia books enhanced awareness of letter sounds and words among children ages 3 to 6 (Chera & Wood, 2003).

Online learning has assisted preschoolers with learning unknown dialects. One investigation found that Internet-based advanced stories improved English listening understanding among 6-year-old Spanish kids (Verdugo and Belmonte, 2007). Other internet learning considers found that kids who were not hard of hearing improved their capacities with gesture-based communication (Daniels, 2001; Ellis and Blashki, 2007).

MATHEMATICS

Advanced learning media can add to little youngsters' learning of mathematics. Numerous parts of early casual math learning, for example, enumeration, number juggling critical thinking, spatial thinking, and mathematical knowledge, grow significantly during the preschool years; consequently, digital technologies and programming that instruct early learning of mathematical concepts have been getting more consideration. One study found that the leisure-time computer learning programs *Millie's Math House* (1992 edition by Edmark) and *James Discovers Math* (1995 edition by Broderbund) when placed in a preschool classroom, enhanced children's mathematical knowledge (Starkey, Klein, & Wakeley, 2004). Different investigations have discovered that small kids can create mathematical competence and related reasoning and thinking abilities with formatively suitable math mastering programming (Elliot and Hall, 1997).

CREATIVITY AND LEARNING

All around planned PC programs that are open-ended and offer the client some command over learning exercises, and give freedoms to creative decisions or innovative articulation, can encourage kids' inventive approaches to learning and can build revenue and commitment. An examination found, for instance, that small kids who were presented routinely to this sort of open-finished computer-based learning showed greater curiosity, speculating, issue formulization and arrangement, cooperation, motivation, positive self-assessment, and positive learning assessment than did youngsters who occupied with more organized computer-assisted guidance with almost no client control (Clements and Nastasi, 1992, as referred to in McCarrick and Li, 2007).

Advanced media can show abilities for creative and innovative articulation in areas, for example, music, drawing, painting, movement, composing, narrating, and verse. For instance, there are computerized devices that draw in little youngsters in making stories utilizing sight and sound (Montemayor, Druin, Chipman, Farber, Guha, 2004) and devices that assist them with learning tones and how to blend them. Chromarium is a blended reality climate that joins advanced media shows and active materials to empower little youngsters ages 4 to 7 to explore different avenues regarding and find out about shading blending via completing different computerized and actual activities. The examination has discovered that it is a compelling learning climate that shows the scope of ideas tone and shading blending (Price and Rogers, 2004; Rogers, Scaife, Gabrielli, Smith, and Harris, 2002).

COLLABORATIVE LEARNING AND MOTIVATION TO LEARN

Collaborative learning and social cooperation abilities can be upgraded with well-designed digital technology (Bers, New, and Boudreau, 2006; Freeman and Somerindyke, 2001; Shahrimin and Butterworth, 2002). Two studies, for instance, discovered that small kids who shared PCs did as such fairly and agreeably, for example, immediately captivating thus taking and offering each other verbal and non-verbal assistance (Bergin, Ford, and Hess, 1993) and demonstrating an inclination for working with peers and doing so helpfully (Muller and Perlmutter, 1985).

The examination has additionally demonstrated expansions in small kids' inspiration to realize when they are associated with drawing in and fun computerized media. Computer learning exercises can evoke undeniable degrees of premium in and centre around learning task that doesn't will in general decrease over the long haul (Bergin et al., 1993), and small kids revealed significant degrees of pleasure and engagement (Liu, 1996). Regard for PC based learning can be high among preschoolers, including, now and again, those with attention deficit hyperactivity disorder (ADHD). The scientists guessed that this may happen on the grounds that the PC can give quick input on the kid's presentation and progress so that there is no defer that could make consideration meander (Shute and Miksad, 1997).

NEXT STEPS

This review is a little determination of studies that have inspected an assortment of effects of more seasoned and fresher advanced media on small kids' learning. The majority of studies in this field have noticed significant impacts, for instance, on youngsters' commitment to computerized media-based exercises, study hall and family practices with media, intellectual expertise results, and learning results. Out-come and impacts consider like these are very valuable to help recognize and approve advantages and downsides of advanced media for learning. As new types of media show up, result and impacts studies will keep on being required.

Many experiments have been led to contrast media and other instructional configurations. Media correlation considers are hard to control tentatively, and it is subsequently hard to confine the reasons why one medium or instructional climate may have been more successful than another. Frequently there are contemplates that think about two sorts of media (e.g., do children learn more from television or from the Internet?) or that think about interactive innovation versus customary study hall guidance (e.g., do children learn more from a video game or from a standard classroom lesson plan?). Are we evaluating the medium or the message? In some cases that aren't clarified. What would we be able to finish up from the discoveries of media examination contemplates if the two looked at learning exercises are not conveying a similar substance, or students' experience on an errand isn't the equivalent, or the hours spent setting up the material are not the equivalent (e.g., the thousands of person-hours that might go into making a highly entertaining and visually rich educational video game versus the time a teacher might spend preparing and delivering a classroom lesson plan)? How can these discrepancies be reconciled before we use the results of these studies to make major policy or purchasing decisions?

While some media examination concentrates accommodatingly give a decent confirmation of-idea (e.g., indicating that youngsters do learn with advanced media, or recognizing the sorts of

substance and abilities kids acquire with computerized media), analysts can likewise help originators and professionals by utilizing other exploration moves toward that are all the more firmly controlled and can all the more explicitly help create successful learning encounters for kids. All the more all-around controlled test research is required that fluctuates just one element of computerized media substance or organizing, and that contrasts learning results and the two practically indistinguishable forms so we can comprehend each plan issue in turn, as an approach to see how to configuration great learning encounters. Firmly controlled and, as usual, hypothesis-driven examinations, each with one control this way, could yield important bits of knowledge into instructional plans and cycles of learning with advanced media and could direct the route toward better plan and usage.

Another significant territory for additional investigation centres on the adaptability of learning with computerized media. Do computerized media students move their new information and abilities to new conditions and circumstances? Is move better when learning happens with some media or instructional plan methodologies than with others? Will advanced media be planned to support students' exchange of information and abilities, and can the exchange be just about as compelling as, or maybe far better than, the exchange that ordinarily happens in the wake of learning with a guide, companion, or study hall instructor? If the move is effective with exercises gained from computerized media, what are the plan rules that help fruitful exchange and for which kinds of students? The examination that has just been done, alongside future exploration that will execute upgrades and developments in its inquiries, measures, and strategies, can contribute significant examination proof to the field. This proof is valuable to analysts, subsidizing organizations, strategy producers, media planners, media distributors, media buyers, and instructive experts every one of whom is searching for all-around approved, powerful approaches to help to realize so that eventually they can improve and believe in the nature of the advanced media encounters they offer to little youngsters.

REFERENCES

1. Bergin, D. A., Ford, M. E., & Hess, R. D. (1993). Patterns of motivation and social behavior associated with microcomputer use of young children. *Journal of Educational Psychology*, *85*(3), 437.
2. Kuziyev Sarvarbek Ilmiddinovich. (2020). Online evaluating the language learners on the platforms of the social networking services and delivery people. International Journal of Research in Economics and Social Sciences (IJRESS). Vol. 10 Issue 11.
3. Anand, S., & Krosnick, J. (2005). Demographic predictors of media use among infants, toddlers, and preschoolers. *American Behavioral Scientist*, *48(5),* 539-561. Andrews, G., Woodruff, E., Mackinnon, K., & Yoon, S. (2003). Concept development for kindergarten children through a health simulation. *Journal of Computer Assisted Learning*, *19,* 209-219.
4. Bers, M., New, R., & Boudreau, L. (2006). Teaching and learning when no one is expert: Children and parents explore technology. *Early Childhood Research & Practice*, 6(2), 1-19.
5. Ilmiddinovich, K. S. (2020). Methods of Teaching English to Young Learners. *The American Journal of Social Science and Education Innovations*, *2*(11), 65-69.

6. Calvert, S., Jordan, A., & Cocking, R. (Eds.). (2002). *Children in the digital age: Influences of electronic media on development.* Westport, CT: Praeger.

7. Chen, M., Lieberman, D. A., & Paisley, W. (1985). Microworlds of research. In M. Chen & W. Paisley (Eds.), *Children and microcomputers: Research on the newest medium.* (pp. 276-296). Beverly Hills, CA: Sage.

8. Chera, P., & Wood, C. (2003). Animated multimedia 'talking books' can promote phonological awareness in children beginning to read. *Learning and Instruction, 13,* 33-52.

9. Clements, D., & Sarama, J. (2007). Effects of a preschool mathematics curriculum: Summative research on the Building Blocks project. *Journal for Research in Mathematics Education,* 38(2), 136-163.

10. *Daniels, M. (2001).* Dancing with words: Signing for hearing children's literacy. *Westport, CT: Bergin & Garvey.*

11. Abdusamiyevna, K. D. (2021). Research on the functioning of ethnographic vocabulary in the speech of students. *Psychology and Education Journal*, *58*(1), 3988-4000.

12. Khalilovna, O. N., Lutfullayevna, B. L., Kosimovich, N. U., & Yusupovna, R. M. (2020). Historical studies in the pedagogical training and ways to improve vocational training. *Journal of Critical Reviews*, *7*(3), 274-277.

13. Oripova, N. Kh. & Keldiyarova, V.B. (2018). Formation of figurative thinking of primary school students through integration education. Journal of Scientific Publications of Postgraduate and Doctoral Students, (7), 43-45.

14. Oripova, N. Kh. & Ashurova, S. B. (2018). Modern methods of forming the worldview of preschool children. Journal of Scientific Publications of Postgraduate and Doctoral Students, (7), 46-48.

15. Oripova, N. Kh. & Ashurova, S. B. (2018). Aspects of the formation of the worldview of preschool children. Bulletin of Science and Practice, 4 (2).

16. Numonjohnovna, E. N., Ugli, B. B. B., & Ilmiddinovich, K. S. (2019). Problems in developing speaking skills of students of technical higher educational institutions. Problems of modern science and education, (12-1 (145)).