



MASS IN THE DEVELOPMENT OF CREATIVE THINKING IN CHILDREN  
ROLE OF THE MEDIA

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| ABSTRACT   | KEYWORDS   |
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| The article reflects on the importance of the media, primarily television, in the development of creative thinking in children. The features of the psychological impact of shows for children given on television on their cognitive abilities, creative thinking and increasing the wealth of speech are analyzed. | Media, Information, television, Children, creative thinking, creativity. |

Introduction

As a result of the fierce development of mediatechnologies in the world, technoethics is becoming one of the main branches of scientific and practical research. Information technology is causing serious changes in the way of life of mankind, educational and labor processes, family relations and the interaction of the state with civil society. In addition to positive aspects, the acceleration of public informatization assumes the protection of students and young people from the influence of harmful information. Of particular importance is the protection of the growing generation from various manifestations of information attacks, the development of a culture of information consumption in reader-youth[1].

Improving the socio-legal mechanisms of ensuring information security in the world, informatization of Education assumes the development of competence in ensuring information security in children[3]. It is important to improve pedagogical-preventive technologies for protecting children from the influence of harmful information, to structure ideological immunity against various information threats, to develop a culture of reading and reading in children, to develop a culture of information consumption, to develop pedagogical mechanisms for ensuring the cooperation of educational institutions and social institutions.

A state policy on the informatization of society was developed in our republic, the legal framework for the development of Information Resources, Information Technology and information systems and the implementation of the National Information System taking into account modern world principles was created. In order to strengthen this process, in the “strategy of Action for the further development of the

Republic of Uzbekistan”, the issue of ensuring information security and improving the information protection system, timely and appropriate resistance to threats in the information field is defined as a special direction, the issue of preventing information attacks that threaten the minds of young people, the formation of.

In worldwide research, a number of works have been carried out to study the psychological characteristics of the influence of television on children. In particular, in the problem of TV shows for children, each age period was studied as a separate object. As for children's shows, there are many of them today. Special channels for children are preparing special shows. Educational shows in particular are good at expanding children's worldview, increasing their knowledge. Today, Television has become an integral part of children's life. The presence of television in each group, not only at home, but also in preschool educational institutions, and its educational and educational use in the daily life of children, made television even more popular among children. In some preschool institutions, it is also necessary to put on the TV to calm the children, to show cartoons to the children, or mothers do household chores. It is known that significant changes in the formation of thought processes and types in the preschool age period are noticeable. The realism of thought can be seen in speech[2,4]. After the children learn the names of the various things and phenomena around them, they gradually become generalizing them. Through the treatment of large people in kindergarten in the family with children, children quickly master the forms of logical speech, which are given ready-made, and not only by some concepts. The word zap of a child of kindergarten age begins to overtake quickly. Thus, the cognitive processes of preschool children (attention, intuition, perception, memory, imagination, imagination, thinking) are characterized by their involuntary and unstable character. The formation of the property of involuntary and instability in cognitive processes is also a psychological possibility. Because they are voluntary ja in the process of various activities, especially as a result of the influence of social education

Biz bir qator psixodiagnostik metodikalar yordamida televideniya orqali beriladigan ko'rsatuvlarning bolalar intellektual rivojlanishi va ijodiy fikrlashning rivojlanishiga ta'sirini o'rgandik. Tadqiqotlarimiz bolalar uchun mo'ljallangan bir qator ko'rsatuvlarning ulardagi umumiy ziyraklik, o'xshashlik, analogiya, nutq boyligi, so'zlar qatorini takrorlash shkalalari bo'yicha ishonch darajasidagi ijobiy o'zgarishlarga olib kelishini ko'rsatdi. Bolalarda ko'rsatuvlarda qo'yilayotgan masalalarga kreativ yondashuv, har bir vazifasini bajarish davomida fikrlashning umumlashtirish, abstraktlashtirish, analiz va sintez jarayonlaridan unumli foydalanish, muammolarga kreativ yondashuv, o'z fikrini asoslab berishda nutq boyligini namoyish qilish kuzatildi. Bundan tashqari, natijalar tahlili shuni ko'rsatdiki, o'g'il bolalarga nisbatan qiz bolalarda xulq-atvoridagi yetuklik holatlarini kuzatishimiz mumkin. Aynan qiz bolalar ijtimoiy me'yorlarni o'g'il bolalarga nisbatan tezroq anglab olar ekanlar. Ularning bu holatlari qiz bolalarning ijtimoiy me'yorlarni anglay olishi bilan bog'liq bo'lsa kerak.

Preschool children, whose worldview is just beginning to take shape, need a stream of information to carry out social behavior in society. They are a constant information connection with the surrounding world, the social environment, which participates as an active social subject, is one of the important conditions for normal vital activity. The child is strongly influenced not only by a constant informational relationship with the environmental social environment, but also by the amount, volume, content and structure of incoming and processed information.

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