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Modern Animation and Preschoolers: Question of Media Literacy

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Animation: *the article presents a complex and multi-structural process, built on the areas of several types of art. The main pedagogical value of animation as a kind of contemporary art is, first of all, in the possibility of comprehensive developmental education for children.*

Animated cinema as an art form, extremely potential for artistic and aesthetic, moral and emotional impact on the unification of several arts, is a complex process of influencing a child's personality, with particular effect on his imagination.

Animated film introduces the child into a special emotional state that gives him the opportunity to interact emotionally with the characters of the given media product, in which the child, due to his age, is in dire need. However, media information contained in cartoon film, uncontrolled by adult consumption, negatively affects the physical and mental health of modern children. Psychology indicates that any emotionally significant object cannot be neutral for the child's psyche. He either destroys it, or it is beneficial. According to the recommendations of the World Health Organization, the total time for watching TV programs by children under 7 years should not exceed 7 hours per week, the optimal duration of the session is a maximum of half an hour. The consequences of many hours of television and computer screenings of cartoon films that do not meet the requirements in terms of form, content and quality are well known: this is a decrease in vision, developing neurological diseases, mental and physical development lag, somatic diseases. Other occurrences of adverse effects-tearfulness, irritability, sleep disturbance, increased excitability, fear (1).

Numerous psychological, pedagogical and sociological studies show that children develop a kind of "immunity" to the perception of violence, they begin to duplicate what they saw in life situations. More recently, in the mass media there appeared articles warning of the danger of the anime-next impending phenomenon of mass culture of the East. Anime is characterized by the use of bright colors, the most modern computer graphics and naturalism in the image of the human body. In the anime, all feelings-friendship, hatred, a feeling of long and vengeance, love-are expressed in extreme emotional form. It is known that adults who are addicted to anime lose their sense of reality, what can you say about preschool children? As one of the founders of Soviet animation I. Ivanov-Vano once noted, the art of animation has no boundaries, just as

fantasy has no boundaries. Unfortunately, the lack of boundaries of morality and morality in modern animated cinema is by no means a positive characteristic of it (2).

Animated cinema has a huge impact on children of preschool age. And precisely because preschoolers do not possess the necessary knowledge, accordingly do not have life experience, they perceive the surrounding reality through and through audiovisual images and sensations. And the animated cinema, the language of these audiovisual images, bright and easily remembered, amplified by musical accompaniment, can bring to the child's consciousness a large amount of media information. To deep regret, in the current trends in the development of the media information society, media information is not always qualitative and positive. This happens for the reason that, the child does not know how to distinguish fiction from reality, for him all the characters of animated cinema are real. Specifically, the cartoon characters the child will copy in his behavior and in games. Unfortunately, modern animated cinema destroys the value system of even an adult, and in a preschool child, it simply does not have the chance to form a positive one. The main characters in them are either gluttons, or sibro-lovers and envious persons. Moreover, there are also "positive negative" characters. They are portrayed as cute, sympathetic and endowed with various passions and commit negative acts that children perceive as right. And if the people-parents, educators-such a way of action are not denied by the people important to the child, it is assimilated as a model, an example for imitation. Due to the rather high susceptibility to audiovisual media, lack of life experience, critical attitude to reality, pre-school children easily and firmly assimilate the proposed behavior from the screen.

Unfortunately, these models often have a direct destructive effect on a preschool child. Therefore, parents and teachers face a serious problem. Today, a conniving attitude to what the child is watching is extremely dangerous. It would seem that something like a cartoon can now be trusted by the child's attention ... And yet, one should think about the words of A. Poincare, who believed that even a small reason that eludes our attention determines a significant consequence ... Today, a banal inattention to the animated ration, entails catastrophic problems of the personality of the child of preschool age (4).

It is necessary to oppose something to the disordered, unsystematized media-information stream that is falling on children today, to form in them a kind of filter, a moral core, a sense of beauty, aesthetic taste, and audiovisual culture. We believe that we are not mistaken in our assumptions that these tasks are intended to solve preschool media education, the purpose of which is to teach to understand the plot, to distinguish between expressive means of media production, to shape the preschoolers' view of animated cinema from the position of a creative person with experience in media creativity, the child of the conscious attitude to the choice and assessment of the quality of the consumed cartoon products, that is, to form at him media literacy, a significant quality of personality preschool child, the presence of which is conditioned by the demands made by the modern media-information society to the level of education.

Teaching pre-school children with media-literacy means of animated cinema, adequate psychological and pedagogical features of preschool age, allows supporting the formation and development of a number of qualities that constitute the most important characteristics of a given age period-curiosity, observation, and the desire to independently search for answers to

questions that arise in the child. The senior preschool age is an important period for the development of a social feeling, when the position of the peer and adult society becomes the most important for the child. At this age, the ability to find their place and role in teamwork is formed (3).

Possessing special effects on a preschool child, animated cinema with appropriate professional preparedness of the teacher can find wide application in educational and educational work. Cartoon film art is conditional, operating with a stylized imagery and therefore with a special intensity stimulating the work of imagination, imagination, involving his world of metaphor, parables, moral-philosophical parables, artistic reflections. Plastic and light expressiveness, vivid imagery, musicality, laconicism of the above thought, dynamism-these qualities of animated cinema, which correspond to the peculiarities of perception of preschool children, allow solving a wide range of educational and educational tasks. The special "emotional field" arising from the viewing of the animated cinema is extremely favorable for the pedagogical impact on the child's moral world, on his understanding and perception of the artistic language, and the perception of audiovisual images. The study of the peculiarities of preschool perception of cinema art showed that because of the fragmented perception, naive realism, lack of life and aesthetic experience, the emotions experienced by the child while watching animated films often remain meaningless.

That is why, the task of parents and teachers of preschool education is to help the child learn to realize their impressions, develop a critical attitude towards what they see, which is possible with a systematic and purposeful process of media education of preschool children, the formation of their media literacy as a pledge of the further development of the personality, capable of actively and competently exist in the modern media information society.

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