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## **THE FORMATION OF MEDIA LITERACY OF PRIMARY SCHOOLCHILDREN AT THE LESSONS “I EXPLORE THE WORLD”**

Media education is one of the main directions of educational activity, which is aimed at the development of critical thinking, forms the ability to use and select information, carry out communication, realize the consequences of the influence of mass communication on a person, contributes to the increase of professional, intellectual, cultural, spiritual, and moral levels of future specialists.

Problems in the context of media education are investigated by the following Ukrainian scientists: O. Baryshpolets, O. Volosheniuk, N. Gabor, N. Horb, V. Ivanov, L. Naidyonova, H. Onkovych, B. Potyatynyk, I. Chemerys and many others.

I. Chelysheva notes that mastering the field of media for younger schoolchildren occurs by the method of trial and error, mostly uncontrolled by teachers and parents, as a result of which there is a negative impact of mass media on the child.

A. Gubanova draws attention to the fact that the sooner a child learns to interact with the media, the less harm will be done to him, because otherwise, this process can become uncontrolled and cause damage 4 earlier than media literacy is formed naturally.

The widespread spread of media, the emergence of new technologies, makes it possible to successfully use various models of media education, to successfully integrate and synthesize them.

The purpose of the article is to develop and justify the method of forming media literacy of junior high school students in the lessons "I explore the world", and to check its effectiveness.

The need to develop effective methods of forming media literacy in elementary school children is a very urgent problem, as media resources have become a part of our lives, so we, as teachers, should form a conscious attitude to media resources in school-aged children. Media education should be considered as theory training and skillful practical mastery of modern means of mass communication.

Media education is a part of the educational process aimed at forming a media culture in society, preparing an individual for safe and effective interaction with the modern mass media system, including both traditional (print publications, radio, cinema, television) and the latest (Internet) media, taking into account development of information and communication technologies. The main goal of the formation of media literacy of an individual is the systematic, purposeful accumulation of qualitative changes in the content of media literacy and the achievement of the unity of its components in the educational process. In primary school age, the formation of media literacy takes place at the initial stage. During this period, children are just beginning to master media technologies and get to know mass media. Based on this, the results

of media literacy can be presented in the form of three basic components - informational (knowledge), motivational and activity. They can develop both in curricular and extracurricular activities.

In my opinion, the introduction of media education during the lessons "I explore the world", where it is very important to be able to work with information, is extremely relevant. We have to make students understand that the teacher is not the main source of knowledge. Each lesson requires the use of pedagogical methods, techniques, but in order to interest students, it is necessary to involve what is an integral part of their lives today. Therefore, we actively use students' gadgets (phones, tablets) and an interactive whiteboard. This has great advantages: accessibility, the opportunity to visit the museum anywhere on the planet and at any time. Students can research various topics, study information, and draw general conclusions based on this.

So, media competence is the ability and skill to find, evaluate, use, analyze, and transmit information in various activities. The goal of an individual's media competence is the development of the skills of competent interaction with the media, that is, media literacy.

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