Компютърните игри и технологии за развитие на креативните умения при децата в предучилищна възраст

Engl. transl.: Computer games and technologies for the development of creative skills in preschool children

# Keywords

* computer games
* media pedagogy
* pedagogical interaction
* preschool children
* educational technologies
* media literacy
* children's sites
* educational process
* socialization

# Details

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## Language

Bulgarian

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## Type

PhD Thesis

## Topics

* Learning
* Literacy and skills
* Digital and socio-cultural environment
* Social mediation
* Internet usage, practices and engagement

## Sample

860 parents of preschool and primary school children and 200 teachers

## Implications For Parents About

## Implications For Educators About

Professional development

# Abstract

The dissertation analyzes the part of the media that can engage the children's audience in the modern information world directly related to computer games and technology. It points out that the task of media pedagogy is to specify in which spots the interaction between the media and people - especially children - intervene by training and educating, teaching and advising, orienting and informing. The dissertation also considers the role of the relationship between communication and different types of visual media, which play a significant role in the effectiveness of pedagogical interaction, mainly with their content. The role of the media in the process of socialization of preschool children is analyzed, considering the new educational technologies in the age of the Internet, television, video and cinema and the problems they cause.

# Outcome

"Creating opportunities for more purposeful use of media - computer games, sites for children and technology in pedagogical interaction with children would greatly enhance the positive aspects of media literacy in terms of socialization, because within the group children would not only learn specific skills for using the media; they would also receive certain attitudes towards the media content, which would also determine its direction of realization in the conditions of the family. At present, however, attempts to coordinate efforts between parents and teachers in this regard clearly do not exist, as neither of them shares information about children's media behavior: only 18% of teachers surveyed say they are aware of what media they use in family children."