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## **MEDIA REALITY FOR PRE-SCHOOL CHILDREN**

### **ABSTRACT**

Undertaken research examines how preschool children construct a media reality. The doctoral dissertation focused on issues aimed at understanding and describing the elements that influence the construction of the media world of the young. The choice of the topic was dictated by the need to understand this reality from the point of view of children, parents, and teachers. The media and modern technologies have been the most significant educational environments for a long time, which makes the role of the media in a child's life critical. The subject of research was analyzed in three areas: 1) children's competence in using media tools, awareness of media threats and compliance or non-compliance with the rules of safe use of the media; 2) using media tools in play and the learning process of a preschool child; 3) access and use of media tools available to a small child.

As part of the research, attempts were made to establish relationships between scientific facts and link these facts to new scientific theories that were derived from existing scientific achievements in the subject's field's literature, as well as the cognitive construct and theoretical model. Considered the characteristics of the media society; the learning process from the perspective of constructivism (thus emphasizing the role of play in the learning process; development of a preschool child, taking into account key competencies at this developmental age); broadly understood media pedagogization of the environment (in which the child grows, the preschool institution as well as the media threats and thus media education).

The dissertation aims to learn more about the way educational practices shape the media realities of preschoolers. It assumes becoming acquainted with: 1) the media reality of children in terms of the media tools used; 2) the media competence of preschool children; 3) the media reality of children in the area of learning through the media, and 4) the relationship between children's opinions and parents' observations of the use of media tools.

The research, conclusions, and generalizations focused on the media reality of preschool children. In the summary, conclusions, and recommendations for educational practice were formulated – addressing parents and teachers, relating to broadly understood media prevention. In creating this study, the author was aware of the fact that it did not exhaust all the topics in the dissertation, as well as a strong belief in the merit of continuing activities related to new technologies in children's lives.