The article highlights the introduction into the educational process of media education for the training of future specialists in preschool education, which radically changes the place of higher education in education, self-education, preparation for safe and effective interaction with the modern mass media system, including as traditional (print editions, radio, cinema, television) and the latest media.

Introduction Under the influence of information society is a new educational model. From the first days of life, the child is influenced by the latest technology. In particular, TV, Internet. In the preschool age, it is difficult for children to analyze a large stream of information. Therefore, the task of parents and educators is to help familiarize themselves with the world with the help of media resources.

The modern educational process in preschool establishments, the introduction of the Basic component of preschool education in the new edition requires from the teachers a new approach to their activities, introduction of the newest forms, methods and technologies of education, development and training of pre-school education.

One of the topical problems of modern theory and practice of preschool education is the preparation of educators for the use of media education in the educational process of the institution of preschool education for the full development and formation of the educational competencies of the preschool child. Media education in high school involves the training of specialists for mass media, media educators and media psychologists. In addition, media education elements are included in the training programs of a cycle of professionally oriented humanities training from other specialties in their respective volumes (subject professional media education). The training and formation of a teacher in modern conditions requires additional professional competencies, the use of programmedical and telecommunication facilities in the educational process of kindergartens.

The basic component of preschool education in the new edition directs teachers to a holistic approach to the formation of a child's personality, preparation for it for an organic, painless entry into society, the natural and objective environment through the development of the main types of life activity, as well as in the direction of ensuring real continuity and continuity between preschool and primary links, integration of family and social upbringing.

Research analysis
The analysis of domestic and foreign psychological and pedagogical, scientific and methodological publications shows similar problems with future educators in different countries, but the peculiarities of the formation of information and communication competence of future educators of the DHS are not sufficiently highlighted. Of particular interest are the fundamental situation: the organization of educational process in higher pedagogical educational institutions (R. Gurevich, A. Verbitsky, S. Goncharenko, M. Yevtukh, V. Kremen, M. Shkil); application of
computer technologies in the pedagogical process of preschool educational institutions (Yu Gorvitz, S. Dyachenko, O. Zvirigina, K. Kruty, N. Lysenko, V. Mogilev, Y. V. Motorin, S. Novoselov, and others).

Modern pedagogue I. Andriyanov in the article "Project. "Media education for preschool children as a new social priority", notes that media literacy implies:
- the ability to understand the plot of the media work;
- to distinguish means of expressiveness of media texts (corresponding to the age of the child);
- Argue their attitude to the choice of media information;
- to assess the quality of the media information used by the media;
- creativity and media education games, which are the most accessible means for manifestations of judgments of pre-school children in the conditions of the information society. [2]

G Dekin in his research notes that the use of media education is an effective factor in the development of cognitive interests of children in the process of pre-school education. The researcher insists that during the implementation of children's media education there is a gaining of new experience in cognitive-creative activity, in particular, in the process of issuing its own newspaper [2].

The presentation of the main material is Media Education (English media education), a trend in pedagogy advocating for the study of "regularities of mass communication (press, television, radio, cinema, video, etc.). The main tasks of media education: to prepare a new generation for life in the modern information environment, to perceive different information, to teach people to understand it, to understand the consequences of its impact on the psyche, to master the ways of communication on the basis of non-verbal forms of communication with the help of technical means."

Main directions of media education:
- Media education of future professionals: journalists (television, radio, press, Intranet), cinematographers, editors, producers, etc.;
- education of future teachers at universities, pedagogical institutes, higher education of university teachers and schools within the framework of courses on media culture;
- Media education as part of the general education of students and students studying in ordinary schools, secondary specialized schools, universities, which, in turn, can be integrated with traditional disciplines or autonomous (special, optional, circle, etc.); media education in institutions of additional education and leisure centers (cultural institutions, centers of out-of-school work, aesthetic and artistic education, clubs, etc.);
- distance media education for schoolchildren, students and adults through television, radio, Internet;
- independent and continuous media education (which in theory can be carried out throughout the life of a person). [3]

The implementation of pre-school media education requires the training of preschool educators in pedagogical colleges, universities, which would create the experience of creating photo media corners, video video presentations and cartoons, indicative perspective planning on child journalism, patterns of interviewing, communicative games, notes of notes, videos of classes and interviews with children, videotapes of a joint theatrical performance of parents-parents, and interviews with children, joint work of children and parents (newspaper wallpapers, mini-books), group children's magazines. [4].

Let's consider in more detail the main media resources mastered by future educators in the Vinnytsia regional communal humanitarian and pedagogical college and which allow:
1) to ensure the accuracy of information about the phenomena of reality;
2) increase the intensity of the educational process by means of computer training;
3) activate cognitive activity and increase interest in the education of higher education graduates;
4) facilitate the mastery of new technologies.

Major media resources:

1) Use of printed periodicals. T. Davydchenko distributes newspapers and magazines for children in five main types: cognitive, entertaining, educational, artistic (cultural), scientific (popular science).
2) The use of audiovisual media, including the current location occupancy multimedia technologies (graphics, hypertext, sound, video, animation). Approximate forms and methods of work of educator with children:
   - viewing children's cartoons and videos with the following discussion;
   - creation of simulation-game situations on the basis of what you have seen or heard;
   - creation of virtual mini-museums;
   - listening to musical works and creating imaginary situations;
   - production of photo papers and photographs, materials for which are collected during excursions and observations;
   - sounding dialogue of heroes from famous fairy tales and cartoons;
   - creating your own cartoons in pictures.
3) Internet technology educators can use for using web-sites that contain electronic print media (electronic journals, electronic children's books, electronic directories, paintings, etc.) and audio, video broadcasting (video clips, musical works, songs, children's films, cartoons). [5]

Advantages of Internet technologies, above all, are the fact that they combine text (electronic editions) and audio and video materials. The use of Internet resources in the teaching process is independent of the time and space of the submission of material, it has easy access. To work with children, you need to carefully select the children's online publications. Today, several children's magazines also have electronic versions. ) [5]

Students and college teachers are registered in the e-community "Preschool". During the pedagogical practice the following sites are used in work with preschoolers:

«Levko» is a site for children and parents offering a wide range of games, crickets, puzzles, poems, fairy tales, audio and video materials, handicraft tips, coloring, simple recipes for the baby, and children's holiday scenarios.

«Our kids» - a site dedicated to preschoolers and early child development. There are children's musical albums, video presentations, cartoons, games, holiday scenarios, audiobooks and many more.

«Pustunchik» is an informational and entertaining portal devoted to the development, education and rest of the child. The site offers a variety of content: games, audio books, creativity, needlework, leisure, virtual school and a lot of interesting things that will allow you to organize your child's rest.

«Do It Yourself (A)» - an interesting site for needlework, which will surely appeal to the kid and parents who like to spend time together and create things with their own hands. There are also a wealth of schemes, materials and beginner classes that will help you master the art of handmade.

«Heaven» is a Christian theme site for parents and children with plenty of materials and cartoons in Ukrainian, which can be viewed online or downloaded to your computer.
"The World of a Child" is a site created and conducted by the patriot Julia Turchina from Kharkiv. Here you will find classes for children, poems, speech therapists, crossword puzzles, games, children's amusements, Ukrainian poems, humorist and useful literature. It should be added that Julia has a daughter for 5 years, so all the materials have undergone a kind of “testing”.

«Kazkar» is one of the best sites of similar topics on the Ukrainian Internet. There are all the necessary materials for the children and parents: tales (Ukrainian and world peoples), legends about cities, villages, mountains, rivers, plants and animals, cartoons, audio announcements, games, holidays scenarios, illustrations and a separate section for parents.

«The Best Tales of the World» is a beautifully illustrated site for kids and their parents, which contains the favorite tales from all over the world in Ukrainian.

«Chitaanka» is a children's public online library, which contains books in Ukrainian, which are no longer available at bookstores.

«Merry Abbey» - a site where collected a lot of stories, riddles, fairy tales, games, poems, interestingly set out for children information from different branches of knowledge.

«With love for children» is probably one of the best Ukrainian-language websites, which aims to teach children to do good, have good thoughts and be good. There are many developing cartoons, video tutorials, developing lessons, fairy tales, creative master classes and children's songs in Ukrainian.

In order to increase the media literacy of scientific and pedagogical workers and for applicants of higher education in the specialty "Preschool education", we organize the following forms of methodical work:

- conferences;
- seminars - trainings;
- seminars - workshops;
- exchange of experience;
- round tables and so on.

Conclusions

Media education of future specialists in pre-school education is fundamentally integrated and aimed at balanced aesthetic and intellectual development of the child's personality (including various forms of intelligence, in particular emotional, social and practical intelligence), provides its protection against aggressive media environment (including from information garbage, inconsistent with the age-old possibilities of the child's psyche of information influences, in particular products containing elements of violence, horrors), ability to navigate, choose and use adapted according to age standards media production

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