# MEDIA-EDUCATIONAL-TECHNOLOGICAL TEACHING METHOD

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**Annotation**. This article discusses the problem of improving the national outlook of the future teachers on the basis of the subject of public pedagogy in higher education, introducing the concept of national spiritual and moral education.

**Key words:** outlook, personality, national worldview, folk pedagogy, national spiritual and moral education, national moral culture, spirituality, faith.

**Introduction**

In the history of our millennial culture, there are countless masterpieces of fine art that have emerged as a product of the artistic thinking of our people. The Law "On Education" emphasizes the role of ancient, national values in the spiritual and physical development of the younger generation [1]. Epics, which are an integral part of these values, play an important role in instilling in young people human qualities, in educating them as factor human beings.

In the Uzbek folklore, epics are a mirror of the worldview of generations and the world of pedagogy, and in addition they are one of the invaluable values in the education of a perfect person [3]. After all, the adventures of the heroes of folk epics, overcoming their difficulties and training in all respects are an example for every age. Epics are a mirror that reflects the identity, language, customs, values and traditions of the people. An in-depth and comprehensive study of the epics, imbued with the spirit of folk wisdom, serves to enhance the spiritual maturity of the younger generation. Therefore, it is important to make extensive use of folklore, especially in improving the national outlook of future teachers on the basis of folk pedagogy.

The rapidly growing demands of science and technology, reforms in the education system have led to conflicts between the training of competitive personnel, the development of the individual, the needs of society to meet his desire for knowledge and teaching methods. Therefore, we have proposed the creation of an educational environment in which media education - the laws of mass communication by students - receive, analyze and acquire information from the press, television, radio, video, cinema and as well as the Internet. At the same time, it is necessary to organize the educational process on the basis of e-learning content with the help of technological teaching methods through modern information and communication technologies.

In the process of training future teachers in pedagogical higher education institutions, pedagogical observations revealed the widespread use of explanatory-demonstration teaching methods in the teaching of folk pedagogy. Accordingly, we compared the media-educational-technological teaching method with the explanatory-demonstration teaching method (Table 1).

Table1.Table of comparison of teaching methods

| Explanatory-demonstration teaching method | Media education technological teaching method |
|---|---|
| – the student's information to the student;<br>– unclear learning objectives;<br>– statement of acquired knowledge;<br>– conversation and storytelling are the priority organizational forms of teaching;<br>– visualization and a certain degree of rigidity;<br>– mandatory memorization, consolidation and constant encouragement to accumulate knowledge;<br>– the stages of learning consist of disciplines that are not sufficiently connected to the whole system;<br>– the trainings are (mostly) of an academic nature and are not sufficiently related to the future activities of the professionals. | – designing the learning process using a systematic approach;<br>– defining as much as possible the learning objectives in the form of a set of possible actions of the learner according to the intended pattern;<br>– learning through student behavior;<br>– make adjustments to the learning process by communicating with learners;<br>– formative and generalizing assessments;<br>– criteria control (testing);<br>– full mastery of knowledge and skills;<br>– guaranteed achievement of planned results;<br>– achieving high efficiency of education. |

The advantages of the technological method are clearly shown in the table of comparison of teaching methods (Table 1). Accordingly, the aim is to increase the effectiveness of education by teaching the topics included in the curriculum of folk pedagogy in a technological way using media education technologies. It is also important to consider its effectiveness when choosing a teaching method. Also, modern educational technologies of teaching should be selected by the science learner according to the circumstances.

The model of the technological form of the educational process and its practical application is innovative and reshapes traditional education (Table 1). From the comparison (Table 1) it can be concluded that: - in pedagogy, in addition to the explanatory-demonstrative method, both technological and exploratory approaches are needed: each has a place to be applied and it is expedient to combine them optimally. To do this, it is necessary to select and introduce new methods to increase the effectiveness of teaching.

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At a time of socio-economic development in society, scientific and technological progress enhances professional skills and strengthens young people in accordance with the requirements of science, industry and technology, including the use of media education technologies in teaching the subject of folk pedagogy. training of competitive specialists can be achieved by forming.

Today, it is advisable to implement teaching technologies based on non-traditional teaching methods, which allow the learner to overcome the shortcomings and retain all the advantages of traditional teaching methods, without abandoning the traditional forms of teaching, which are in the training center.

Properly organized monitoring of the progress and results of the educational process is not only a means of assessing and verifying the practical activities of students, but also an indicator of the educational activity of the teachers.

At the same time, monitoring the acquisition of skills and competencies is the most important factor in the practical vocational training, education and development of student.

In the experimental environment, teachers regularly provide the following methodological recommendations for continuous monitoring and evaluation of student performance:

- create an atmosphere of trust, goodwill and justice at all times during monitoring and evaluation;

-students must believe in the objectivity and fairness of masters of industrial education;

- assessments for each student and group activities should be constantly explained and explained;

- no matter how "weak" the student is, it is not necessary to sharply oppose their incorrect answers and actions in the control and evaluation, but to explain their mistakes and shortcomings as much as possible without touching the personality, without emphasizing and offending in public; this creates an opportunity for the student to succeed later;

- when a student is given an unsatisfactory grade, it is necessary for him to succeed in the future and maintain a spirit of self-confidence;

- it is recommended to announce and evaluate the good work of students "out loud"; such incentives will motivate loose, middle-class students;

- it is not good to constantly praise and encourage a student (especially those who achieve high results without difficulty); this situation may reverse it for the group;

-successful students should be praised and encouraged not only for reading well, but also for trying to learn well.

In this system, it is desirable that the requirements be step-by-step in assessing student performance. In monitoring and evaluating the performance of students performing exercises, indicators such as accuracy, precision, speed, independence and creativity are required in a step-by-step, sequential manner.

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A more effective and less time-consuming way of teaching is to introduce these students to a brief introduction to a topic and then encourage them to do independent research and study further.

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