

Acmelological Technology of Development of Autopedagogical Competence of Future Fine Art Teachers Based on an Innovative Approach

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Annotation: in this article, the development of self-pedagogical competence of future visual arts teachers, the formation of an innovative educational environment, the concept of self-pedagogical competence, professional self-development, self-awareness, self-expression related to, and acmelological issues of self-pedagogical competence development are highlighted.

Keywords: self-pedagogy, acmelologic, competence, motivational, cognitive, emotional-volitional, self-awareness, fine art, innovative activity, technology, professional-creative.



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To develop the self-pedagogical competence of future visual arts teachers in the research conducted by the world's leading higher education institutions on the preparation of future visual arts teachers based on an innovative approach, implementation of modern education on a global scale special importance is attached.[1] It is important to consider the content of self-pedagogical competence of future visual arts teachers, such as motivational, cognitive, emotional-volitional, and self-awareness aspects of the successful use of pedagogical technologies in the educational process.

In order to improve the quality of education in our country based on innovative ideas, modernizing the modern educational content of training future fine art teachers, education aimed at creating the necessary conditions that allow students to realize their inner potential Research is being conducted to create an environment. In this regard, the formation of an educational environment focused on the development of professional and creative competence based on an innovative approach, and personal deontological standards are of great importance.

Self-pedagogical competence of future visual arts teachers based on an innovative approach is the process of independent development of a person's knowledge with the help of new technologies and modern methods.[2] This approach includes the introduction of the following innovative methods to increase self-pedagogical competence:

- self-pedagogical competence - a person's ability to self-teach, self-awareness and self-expression, to receive education and increase knowledge. This means independence in personal development and education.

- innovative approach - use of new technologies, methods and strategies in education. It uses advanced pedagogical technologies, interactive tools and modern teaching methods.[3]

Acmeological technology of developing self-pedagogical competence of future teachers of fine arts is a technology of implementing the process of self-education, self-development and the ability to increase one's knowledge based on the acmeological approach.

Self-pedagogical competence of future visual arts teachers is understood as the ability of a person to teach himself, develop his knowledge and skills independently.

Acmeology is a science that studies the stages of maximum development of a person and studies the factors necessary for a person to reach the highest point.

Acmeological technologies include tools, methods and strategies from the science of acmeology to help future visual arts teachers reach their peak of development.[4]

Through this approach, an educational process based on self-development is organized. This technology is aimed at developing a person's highest level of self-awareness, self-control and flexibility. For those who want to develop their knowledge independently, this technology can be very effective.

The criteria for the development of self-pedagogical competence of future visual arts teachers include a system of requirements aimed at forming and improving the competencies necessary for self-development, professional and personal improvement of the teacher.[5] These criteria make it possible to evaluate the teacher's ability to improve his pedagogical activity, independently acquire new knowledge and put it into practice.

The criteria for the development of self-pedagogical competence of future visual art teachers are used to evaluate the professional and personal development of the teacher, the improvement of creative activity, and the ability to independently acquire knowledge of modern art. These criteria ensure that future teachers of visual arts will constantly update their theoretical and practical knowledge of visual arts based on an innovative approach and strive for comprehensive development of their activities.

The main criteria for the development of self-pedagogical competence of future visual arts teachers are as follows:

1. The ability to develop creative and practical skills - future teachers of fine arts should constantly develop their creative activity, learn new innovative ideas and technologies. Example: The teacher should develop a new creative work (for example, graphics, painting, applied art) or improve existing methods.
2. Self-development and learning ability - future visual art teachers should independently learn new knowledge, scientific research and modern trends related to visual art and apply them to the educational process. should take llay. Example: A teacher reads scientific studies and articles about contemporary artists or art styles and analyzes them in class or participates in exhibitions through creative works.
3. The ability to use innovative methods in the educational process - future visual arts teachers should use new methods and technologies (for example, street art, virtual reality, animation and 3D modeling) should use. Example: A teacher can use digital art tools to explain new topics to students or organize virtual (virtual tours of artists' home museums) exhibitions.
4. Formation and improvement of personal creative method - future teachers of fine arts should strive to create and improve their personal creative method through the works of art they create. It is important not only to work on yourself, but also to develop a diversity of creative approaches. Example: The teacher works in different styles, streams, genres and directions, improves his personal creative concept, creates new art examples.

5. Personal motivation and striving for creative activity - future teachers of fine arts should always strive to create new creative ideas and develop professionally and creatively. His motivation should be aimed at becoming a leader in the field of visual arts. Example: Future visual arts teachers demonstrate their professional growth by exhibiting their works at exhibitions or participating in creative projects.
6. Personal reflection and the ability to analyze one's creative activity: - future teachers of fine arts should always analyze their creative and pedagogical activity and draw up concrete plans for its improvement. Example: The teacher analyzes his works and tries to identify the shortcomings and eliminate them.
7. Studying modern trends in the field of fine arts and introducing them to the teaching process - future fine art teachers should follow modern trends in world fine arts and convey them to students. Example: future visual arts teachers will be able to learn new directions of art, interactive or new media art and apply them in the educational process.[6]

The criteria for the development of self-pedagogical competence of future visual arts teachers are the teacher's creative activity, self-development, self-awareness, self-expression and improvement of their pedagogical methods. creates a solid foundation for These criteria serve not only to increase the professional knowledge of visual arts teachers, but also to increase their creative potential.

We can find in the scientific research of many scientists about the development of self-pedagogical competence of future visual arts teachers based on an innovative approach. V.A. Slastyonin studied the issues of pedagogical competence and professional development of teachers. In they opinion, self-pedagogical development of future teachers directly affects their personal and professional development.[7] He emphasizes that the formation of the ability of self-development and its continuous improvement is an important factor for the success of a teacher. In Slastyonin's research, the pedagogue's ability to do personal motivation and reflection in the educational process takes priority. N. Kuzmina conducted research on the development of pedagogical skills to increase the effectiveness of pedagogical activity. In his opinion, the formation of self-pedagogical competence in future visual arts teachers is closely related to creative development.

He considers self-pedagogical development as an important criterion for the teacher to use creative approaches in the pedagogical process and focus on the development of his students. Yuvenaliy Nikolaevich Kulyutkin analyzes the process of self-pedagogy in his research and sees professional qualification and personal development as interdependent processes. [8] In his opinion, self-pedagogical development of future teachers affects the formation of the ability of self-development, especially in teachers of the creative field (fine arts). It is important for teachers to acquire new knowledge and technical methods.

In the opinion of scientists, about the development of self-pedagogical competence of future visual arts teachers based on an innovative approach, continuous efforts aimed at the professional and personal development of teachers, independent acquisition of new knowledge and improvement of creative methods are of great importance. Self-pedagogy improves the quality of education by increasing the ability of teachers to develop independently.

Acmelogic technology of self-pedagogical competence development is an innovative approach aimed at the personal and professional development of future fine arts teachers, the main goal of which is to help teachers develop to the maximum extent.

This technology ensures the effective development of self-pedagogical skills of the future art teacher - self-development, reflection, mastery of innovative educational technologies.

Acmelogic technology of self-pedagogical competence development increases the sense of responsibility of future fine art teachers for their professional and personal development, helps to increase their creative and innovative capabilities. Through this technology, future art teachers can adapt to modern education and effectively teach their students through new knowledge and pedagogical approaches.

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