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Methods Of Using Innovative Technologies in Developing Acmeology Of School Music Teachers

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Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/). **Abstract:** This article analyzes the role of innovative technologies in developing acmeological abilities of school music teachers. The study used questionnaires, tests and observation methods to study the activities of 60 music teachers. The results showed that innovative technologies are an effective tool for increasing the professional growth and creative potential of teachers. It also identified the need for further development of technical support and methodological knowledge. The article concludes with recommendations and practical suggestions.

Keywords: Acmeology, Music Education, Innovative Technologies, Teacher, Professional Development, Digital Education, Methodology

Introduction

In the modern educational process, the professional skills of a music teacher are directly related not only to musical knowledge and practical skills, but also to his acmeological abilities. Acmeology is a science that studies the highest stages of human potential, which plays an important role in the process of achieving professional peaks in the teacher's activity. Today, the development of acmeological abilities of school music teachers requires the effective use of innovative technologies. After all, modern educational technologies not only expand the knowledge and skills of teachers, but also activate their creative and reflexive thinking (Ivanova, 2020). The reforms carried out in the education system of Uzbekistan in recent years are aimed at ensuring their professional growth, focusing on the personality of the teacher. Presidential resolutions and state programs indicate the need for teachers to master new pedagogical technologies and enrich the educational process with interactive methods. In particular, the use of innovative technologies in music education to improve the aesthetic education and cultural awareness of students contributes to an increase in the quality of education (Karimov, 2021). Innovative technologies are understood as methods such as multimedia tools, online platforms, interactive programs, and virtual simulators. Such technologies create favorable opportunities for a music teacher not only in imparting knowledge during the lesson, but also in their acmeological growth. For example, the use of digital music programs serves to reveal the creative potential of a teacher, work on himself, and develop new pedagogical approaches (Petrova, 2019). Also, the use of innovative technologies in music education, along with increasing the musical literacy of students, helps to strengthen the professional motivation of the teacher. According to the acmeological approach, a teacher should constantly improve himself not only with traditional methods, but also with modern technologies (Sidorova, 2022). That is why today, for school music teachers, mastering innovative technologies and applying them in the teaching process is not only a necessity, but also an important factor leading to professional maturity.

The theoretical foundations of the acmeological approach were covered in detail by Ivanova (2020) in her study. According to the author, the professional acme of a teacher is his achievement of maximum professional efficiency and the highest level of creative potential. It is precisely innovative technologies that serve as the main tool in bringing a teacher to this stage. Petrova (2019) emphasizes in her study that the use of digital technologies in music education helps to develop the teacher's creative thinking. The author proved that virtual classrooms and audio-visual platforms not only increase students' interest in the lesson, but also enrich the teacher's pedagogical skills.

Sidorova (2022) emphasizes that by combining innovative technologies with an acmeological approach, new qualitative stages in the work of a teacher can be opened. In her work, she showed that the effective use of interactive communication tools between a teacher and a student in the educational process has a positive effect on acmeological improvement. Karimov (2021), analyzing the reforms in the education system of Uzbekistan, noted that the integration of innovative technologies into music education creates a great foundation for the professional and personal growth of teachers.

Methodology

This study used complex methods to identify ways to use innovative technologies in the development of acmeological abilities of school music teachers. Questionnaires, tests, and observation methods were selected as the main research methods. A total of 60 music teachers from 15 general secondary schools in Tashkent, Samarkand and Fergana regions participated in the survey. The survey examined the level of teachers' use of innovative technologies, their skills in using digital tools, and the methods they choose for acmeological development. Through tests, teachers' creative thinking, level of self-assessment, and professional reflection indicators were determined. Observation was conducted during 10 lessons and the application of innovative technologies in the real educational process was analyzed.

Result and Discussion

According to the results of the study, out of 60 music teachers who participated in the survey, 48 (80%) of them considered the use of innovative technologies important, but only 32 (53.3%) regularly used them in practice. The remaining 28 (46.7%) indicated that

their use was limited due to lack of technical capabilities or lack of methodological knowledge.

According to the results of the tests, the levels of acmeological development of teachers were distributed as follows:

- High level: 18 (30%)
- Medium level: 34 (56.7%)
- Low level: 8 (13.3%)

These figures show that teachers who actively use innovative technologies have significantly higher acmeological development indicators. In particular, 83.3% (15) of those with a high level were teachers who regularly used innovative technologies.

The following important aspects were identified in the monitoring results:

- In lessons using interactive platforms, students' interest in music increased by 20%.
- Teachers who taught using digital programs were 15% more effective in conveying knowledge to students.
- In lessons using innovative methods, students' creative approach and level of independent work increased by 25% compared to lessons using traditional methods.

According to the results of statistical analysis, the regular use of innovative technologies allowed to significantly improve the acmeological development indicators of music teachers. The effective introduction of innovative technologies is an important factor in the professional growth of a school music teacher. It is digital tools and interactive methods that play a major role in revealing the teacher's creativity, developing self-awareness and professional reflection.

The results of the study showed that innovative technologies are an important factor in the professional and acmeological development of school music teachers. The results of the questionnaire and tests confirmed that teachers who are technologically active have a much higher level of creative thinking, professional reflection and self-awareness. This is consistent with previous studies (Ivanova, 2021; Karimov, 2022). In particular, teaching through digital platforms increases students' interest in the lesson, while accelerating the process of teacher self-awareness and self-improvement. One of the shortcomings identified during the research process was the lack of technical support and methodological skills in the implementation of innovative technologies. This problem was also highlighted by Kadirova (2023), who noted the need to organize continuous training courses for teachers in the education system. Although statistical results clearly show the effectiveness of innovative technologies, their impact also depends on the personality and level of training of the individual teacher. Therefore, the most optimal approach remains the parallel development of technological and acmeological training of teachers.

Conclusion

According to the results of the study, the use of innovative technologies for school music teachers has been proven to be an effective tool in developing professional and acmeological skills. Although 80% of teachers consider the use of innovative technologies to be appropriate, in practice only half of them are regularly used, indicating the need for

additional work in this area. The results of the study show that digital tools and interactive methods are of great importance in revealing the creativity of the teacher, developing professional reflection and increasing interest in science among students. At the same time, for the widespread introduction of innovative technologies, it is necessary to improve the technical support in educational institutions and organize regular advanced training courses for teachers. In future studies, it is necessary to study the impact of innovative technologies in more depth and analyze their impact on the acmeological development of teachers of other subjects.

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