THE ROLE AND IMPORTANCE OF INNOVATIVE DIGITAL TECHNOLOGIES IN THE DEVELOPMENT OF PROFESSIONAL INTELLECTUAL COMPETENCE OF TEACHERS BASED ON THE ACMEOLOGICAL APPROACH

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Annotation: *This article analyses modern forms of innovative digital platforms and technologies based on the acmeological approach, the role of these methodologies in developing the professional and intellectual potential of teachers, and the role of lessons based on online educational platforms in increasing the effectiveness of lessons using innovative technologies. It also reveals ways to achieve professional growth of teachers through innovative approaches in modern education. As is known, today, special attention is paid to improving the methodological skills of teachers based on innovative technologies and the acmeological approach worldwide. This article discusses how to develop the professional intellectual potential of teachers using digital platforms such as Blooket, Gimkit, Quizizz, Quizlet, Kahoot, Jamboard, and Mentimeter.*

Keywords: *acmeological approach, Blooket, Gimkit, Quizizz, Quizlet, Mentimeter, Kahoot, pedagogue, intellectual potential, innovative technology, ICT, quality of education, professional growth, interactive, virtual, online, platform, method.*

INTRODUCTION

Time is changing rapidly, and discoveries are entering the educational process every second. Today, the introduction of digital technologies in educational processes plays an important role not only in improving the learning skills of students, but also in improving the professional intellectual potential of teachers. Especially in the process of developing pedagogical potential based on the acmeological approach, innovative technologies significantly increase efficiency. This approach is aimed at consolidating the knowledge of students, developing analytical thinking, building on critical thinking, and increasing their ability to work independently and creatively based on the knowledge they have acquired.

Methodology.

1. Theoretical foundations of the acmeological approach.

Acmeology is a science aimed at studying the highest peaks of human development, from the Greek "acme" - peak, highest stage, flowering, best period, and was introduced into scientific terminology in 1928 by N.A. Rybnikov, which refers to the period of maturity in the psychology of youth. According to this approach, each person, in particular a teacher, has the potential to achieve maximum success in their professional activities. This potential is achieved through tireless research, improving professional skills, creating new methods or improving existing ones, and the appropriate use of digital technology.

Based on the acmeological approach, a teacher goes through the following stages:

- Introduction to activity (initial professional interest);
- Growth (acquiring methodological skills, mastering innovative technologies);
- Maturity (professional maturity);

- Acme (the highest stage - the peak of professional skill).

Peculiarities of a teacher's digital-innovative acmeological competence		
Source of inspiration: A teacher with acmeological abilities inspires students with his knowledge and experience. His positive approach to media (the Internet) and teaching methods helps increase student interest and motivation.	Creative thinking: A teacher with acmeological skills can use new teaching methods and online platforms to improve the learning process. He encourages students to think creatively and creates a favourable environment for them to develop their abilities.	Personal development: A teacher with acmeological abilities constantly learns, develops their creative abilities, and acquires new knowledge, especially modern digital technologies. This, in turn, has a positive impact on the development of students.

2. The concept of professional and intellectual potential of a teacher.

The subject of acmeology is professional development, the creative potential of teachers, as well as subjective and objective factors that contribute to the improvement and correction of their activities, and the improvement of their professional skills of future mentors. If objective factors include the quality of education received, then subjective factors include the skills and abilities of a person, their responsibility, competence, and the ability to effectively solve problems.

Professional and intellectual potential is the ability of a teacher to make independent decisions in their professional activities, solve problems, analyse them, apply modern methods, organise lessons based on scientific and technological knowledge, and manage the educational environment. This ability includes: knowledge, skills, personal qualities, and technological literacy.

3. Innovative technologies and their positive significance.

Modern digital technologies are taking the professional development of teachers to a new level. Including: ICT tools, online learning platforms, artificial intelligence, educational intellectual games based on digital technologies (blooket, Gimkit, Quizizz, Quizlet, Kahoot, jamboard), and the Mentimeter online platform that collects students' creative ideas.

There are smart boards in almost every school these days, and it is not difficult to organise each lesson through online platforms. In this case, teachers, taking an acmeological approach to their lessons and using the most modern educational games, try to assess students, increase students' interest in the lesson, and achieve high efficiency in the lesson. These technologies allow teachers to:

- present knowledge visually and interactively;
- ensure active participation of students;
- conduct quick analysis and reflection;
- work on themselves, learn new methodologies.

We will briefly touch on some of the most common such tools and those that teachers have been using effectively in their lessons.

1. Blooket- encourages learning through gamification-based tests and game-based questions, and is a game-based learning platform where teachers can create or select a set of pre-prepared questions to conduct interactive games. Students answer questions on their devices (phone, tablet, notebook), earn points and unlock virtual objects called "Blooks".

Blooket offers a variety of game modes and can be used for both live classroom activities and independent learning. Educators create sets of questions themed according to their subjects, checking the level of knowledge and increasing student motivation.

2. Gimkit is an interactive learning platform similar to blooket that turns quizzes into an engaging game show experience for students. Students compete by answering questions on their devices (phone, tablet, notebook) and earning virtual currency that they can use to invest in in-game perks, and the process of reviewing their acquired knowledge through a test using the concept of "earnings" makes the lesson interesting. The teacher initiates reflexive analysis by conducting interactive exercises with students. This platform is widely used for classroom use, but can also be used for independent practice.

3. Quizizz- is an online platform for teachers to create and conduct fun quizzes, interactive lessons, and other learning activities, whether in real-time or self-paced. By providing statistical analysis, the teacher monitors and analyses the level of knowledge of students.

This platform also allows students to participate in quizzes individually or in groups using their own devices. The platform offers a variety of question types, including multiple choice, fill-in-the-blank, and open-ended questions, as well as the ability to add images, audio and video. Teachers can create gamified tasks from scratch or use a set of pre-made quizzes.

4. Quizlet is a game-based learning activity that allows for rapid learning and revision through flashcards, allowing students to engage with learning materials in a fun and interactive way. It develops collaboration and engagement by turning flashcards into a quiz-show-style game. Players can play individually or in teams to answer questions correctly and earn points. On this platform, teachers can also create their own resources or use an existing e-library.

5. Kahoot- game-like surveys and tests. Through this platform, the teacher can work effectively at the end of the lesson to assess or reinforce a new topic. It is a digital game-based student response system that allows teachers and students to interact through competitive knowledge games using existing infrastructure. To conduct a live Kahoot, questions appear on a common screen (a large screen in the room or on a mobile device), and students answer individually or in groups using their devices (phone, tablet, notebook). This platform quickly analyses the acquired knowledge and teaches them to answer correctly.

6. Jamboard- is a digital, interactive whiteboard developed by Google for collaborative brainstorming and visualisation, used for group work and visualising ideas. It allows users to create and share digital whiteboards that encourage real-time collaboration using a variety of tools, such as pens, sticky notes, and images. Teachers can use it for collaborative learning. The platform integrates well with other Google Workspace apps, such as Docs, Sheets, and Slides.

7. Mentimeter - online survey, feedback, Q&A tool. Great for reflection and interactive lessons. Mentimeter is an interactive presentation platform that transforms presentations and meetings by engaging students in real time. It allows presenters to create interactive

slides, polls, quizzes, and floating word clouds, making presentations more engaging and engaging for participants.

Results.

In the schools of our new Uzbekistan, as part of the reforms carried out in the field of education in recent years, special attention is being paid to improving the digital literacy of teachers. Including: online platforms for improving teacher knowledge, involvement in the certification process, applying for study in various educational institutions, applying for employment, preparing for work in an online environment, activities in digital technology centres, and innovative technology training modules. If teachers prepare for their lessons based on an acmeological approach and use any of the above online digital platforms in any part of the lesson, this will lead to high efficiency.

Conclusion.

The acmeological approach sets the goal of the pedagogical personality to reach the highest professional level. In this case, intellectual potential, self-awareness, and the desire for continuous development are the main criteria. Innovative technologies, as a means of this process, create broad opportunities for the pedagogical person.

Innovative technologies are not only a tool in increasing the professional intellectual potential of teachers, but also a strategic direction of development. The use of digital tools based on the acmeological approach effectively supports teachers' efforts to constantly update, work on themselves, and achieve professional maturity. This leads to a qualitative improvement of the entire education system.

In the future, each teacher must regularly work on themselves, improve their digital literacy, and set acmeological development as a goal. Only then pedagogical portrait that is suitable for modern education be formed.

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