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INNOVATIVE MODELS OF TRAINING FUTURE TEACHERS OF FINE ARTS BASED ON AN INDIVIDUAL APPROACH

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Abstract
The article analyzes innovative models of an individual approach, in particular the role of STEAM and cluster technologies in the process of training future teachers of fine arts. The experience of involving students in research and creative activities is illustrated by the example of the "Teaching and Learning" project, the mentor-student system, and creative centers such as "Art Studio" implemented at the Department of "Fine Arts and Design" of Chirchik State Pedagogical University.

Keywords: Individual approach, innovative model, STEAM, cluster model, fine arts, creative approach.

Introduction

Future education requires the development of students based on their individual characteristics and abilities. In particular, in the pedagogical training of future teachers of fine arts, it is necessary to observe each student individually and create opportunities for the free development of their creative potential. Teaching based on an individual approach is a pedagogical method aimed at adapting the educational process to the needs of the student and stimulating the abilities of the individual. Innovative technologies are constantly bringing innovation to the pedagogical process: for example, the integration of STEAM (science, technology, engineering, art, mathematics) is being used to combine art history and creativity. The original purpose of STEAM is focused on education and is to develop an interactive system in the field of science. Investments are not limited

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to computers in education, but also include the infrastructure of teacher training programs.[1] The cluster model (group-module) combines disciplines and supports students' independent research and creativity. Therefore, today, when training teachers in the field of fine arts, it is necessary to teach them the principles of an individual approach and innovative pedagogy.

Literature Analysis

The concept of an individual approach in the educational process has been widely studied in international scientific research. According to the theory of didactics, putting the individual in the educational process at the forefront, developing educational options that match his or her unique learning style and interests, gives effective results. In art education, this is expressed as "involving the student in creative activities, giving him or her opportunities for independent research." A number of authors emphasize STEAM education as an innovative approach in art: it teaches students to solve various problems by combining technology and creativity. Berdiev D.A. wrote about methods for enriching the methodology of teaching fine arts by implementing STEAM education. Professor of Chirchik State Pedagogical University Sultanov Kh.E. proposes to ensure the harmony of theory and practice in fine arts lessons through the cluster model. That is, dividing teaching into a kind of "educational clusters" (sections) allows both the teacher and the student to work with interdisciplinary materials from different subjects. Another important aspect of teaching based on an individual approach is the variation of teaching methods and forms of classes. Today, distance and digital tools are being introduced in art education: students are taught to create independently using online graphic programs and virtual art galleries. At the same time, the concept of a traditional art workshop is being preserved - it operates in the form of a teacher's workshop or art studio. For example, students' abilities are being developed through art workshops abroad; in local conditions, art circles and clubs are increasing. The opening of specialized art schools, STEAM

[1] Abduvoitovich, B. D. (2023). Steam ta'limini tatbiq etish orqali tasviriy san'at fanini o 'qitish metodikasi mazmunini takomillashtirish usullari. *O 'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar jurnali*, *2*(18), 187-193.

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platforms in presidential schools, and creative laboratories across Uzbekistan confirms this trend.

We can cite as examples the innovative models of fine arts in the Department of Fine Arts and Design of Chirchik State Pedagogical University, including the Research Center for Fine and Applied Arts and Design and the Art Studio educational and creative centers. This activity is being implemented on the basis of the "Teaching and Learning" project based on the principle of "Student to student - teacher, student to student - disciple" in the Department of Fine Arts and Design. The main goal of the "Teaching and Learning" project is to increase the enthusiasm of students and young people for learning in the educational process and to form their professional skills. [2] The centers operate on a cluster basis and act as scientific and pedagogical centers for students and pupils to create under the supervision of a teacher. In the cluster approach, students are taught not only fine arts, but also the content of history, philosophy and pedagogy. In STEAM projects, the student also uses mathematics or engineering in his creative work.

Also, independent educational projects and teacher-student pedagogical programs are indicated as innovative models of an individual approach. In pedagogy, each student determines his own creative direction and implements one of his projects together with the teacher. In this process, it is recommended to involve the student in a completely new pedagogical environment, for example, in the "Art Studio" or the "ArtLab" creative center.

Discussion and Results

The studied sources and experimental results show that training based on an individual approach directs students in the pedagogical process to active learning, critical thinking and creative discoveries. As can be seen in the example of the cluster model of innovative education, it involves the student in independent research by integrating disciplines, that is, provides personalized education. The STEAM model, on the other hand, connects art, engineering and mathematics with the help of technological tools, creating favorable conditions for solving

[2] Abduvoitovich, B. D. (2024). Pedagogika oliy ta'lim muassasalarida badiiy studiyalarni tashkil etishning ahamiyati. *Iqro indexing*, *10*(1), 177-181.

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creative problems. In our opinion, the following innovations are important in implementing an individual approach in the training of future art teachers: first of all, the development of personalized learning modes. It is necessary to pay attention to the area of interest of each student (graphics, sculpture, design, etc.) and draw up a teaching plan appropriate to the area. For example, for students in the field of painting, digital painting courses and more work with practical materials should be included in the curriculum. Secondly, the creation of an interactive learning environment: virtual art programs, online exhibitions, multimedia laboratories should be included in the course. This will serve to unlimited expression of student creativity. In connection with the teacher-student system, it is necessary to highlight mentoring programs. This means that each student can conduct 1:1 practical classes with a professor or art master who is considered a mentor at the university. This pedagogical innovation introduces the method of "scientific-practical consultation". Thus, the student participates in creative dialogue with the teacher, joint art classes, creative analysis sessions. Professor Sultanov Kh.E. notes that the cluster approach expands the possibilities of combining theory and practice in art education.[3] Also, mentoring based on the cluster approach has a positive impact on the quality of education and is of great importance for educating a new generation of teacher-artists. As a result, individual-model training allows students to add intellectual solidity and social skills to their creativity. At the same time, a teacher trained in innovative pedagogical ideas is free to introduce new teaching methods. The formation of professional skills of young people through the visual arts is an important component of their comprehensive development and preparation for future professional activities. The visual arts not only develop creative thinking and artistic abilities, but also help to form important professional competencies such as critical thinking, solving non-standard problems, working with various

[3] Хайтбой Эралиевич Султанов Кластер ёндашуви орқали тасвирий санъат таълимида назария ва амалиёт уйғунлигини таъминлаш имкониятлари // Санъатшуносликнинг долзарб масалалари: муаммо ва ечимлар // Республика илмий-назарий конференция топлами / 2024 Я том T:-O'zDSMI 100-110b

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materials and techniques.[4] From this perspective, individual education and clustering have a special place in art education.

Conclusions and recommendations

In conclusion, the use of innovative models based on an individual approach serves as an effective tool in the training of future teachers of fine arts. In particular, STEAM and cluster technologies introduce new methods into art pedagogy, increase the creative thinking of students. It is necessary to provide students with individual projects and create a system of incentives that will strengthen their creative research.

As practical recommendations, it is proposed to implement the following in higher education institutions in the field of art:

1. Develop individual curricula. A special direction should be allocated that is adapted to the strengths of each student. The concept of workshops, seminars and practical classes should develop individual abilities.
2. Establish STEAM laboratories. Courses such as computer graphics, digital design, 3D modeling will be opened, in which students will study modern creative tools. This will increase not only their artistic, but also their technical competence.
3. Cluster projects. For example, establishing clusters where history and art are integrated. The student will prepare a project on a historical period and style, and will also study works of art in it. This will increase the competence of interdisciplinary integration.
4. Mentoring programs and art studios. Each student should be assigned a creative and scientific supervisor, and creative and scientific work should be carried out together with him. It is necessary to organize creative spaces such as “Fine Arts Studios” and “ArtLab” at the department level.

Referring to international and local pedagogical literature, innovative models of training future art teachers based on an individual approach are a priority

[4] Имоматова Умида Мирпулатовна Тасвирий санат воситасида ёшларнинг касбий-иджодий кобилиятларини шаклантиришнинг назарий асослари. (2024). *Халкаро илмий-амалий конференсиялар* , *1* (1), 133-135.

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direction of the country's education system. To implement them in practice, it is necessary to conduct extensive activities in cooperation with schools and higher pedagogical organizations, art institutions, and scientific centers. As a result, a community of teachers focused on creativity will be created, and a new level of quality in education will be achieved.

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