European International Journal of Pedagogics

TYPE Original Research
PAGE NO. 118-121
DOI 10.55640/eijp-05-12-29

Improving The Methodology For Developing Creative Abilities Of Future Teachers Of Pre-Conscription Initial Training

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OPEN ACCESS

SUBMITTED 30 October 2025
ACCEPTED 25 November 2025
PUBLISHED 31 December 2025
VOLUME Vol.05 Issue12 2025

Abstract: In the context of modern educational reforms, special attention is paid to the professional training of teachers capable of creative thinking, independent decision-making, and innovative pedagogical activity. This article examines the problem of improving the methodology for developing creative abilities of future teachers of Pre-Conscription Initial Training (PCIT). The relevance of the study is determined by the growing demand for highly qualified, creatively competent teachers who can effectively organize military-patriotic education and prepare students for service in the Armed Forces. The article analyzes theoretical foundations of creativity, pedagogical conditions for its development, and modern methodological approaches used in teacher education. Based on pedagogical analysis, a model and methodological system aimed at enhancing creative abilities of future PCIT teachers is proposed. The effectiveness of the suggested methodology is substantiated through logical analysis and pedagogical generalization. The results of the study can be used in higher pedagogical education institutions for improving professional training of PCIT teachers.

Keywords: Creativity, creative abilities, teacher training, pre-conscription initial training, pedagogical methodology, professional competence.

Introduction: The rapid development of society, science, and technology has significantly influenced the educational system, placing new demands on the professional competence of teachers. In particular, future teachers of Pre-Conscription Initial Training

(PCIT) are expected not only to possess solid military-theoretical knowledge and practical skills, but also to demonstrate creativity, flexibility of thinking, and the ability to apply innovative teaching methods.

In modern pedagogical practice, creativity is considered one of the key components of professional competence. A creatively developed teacher is capable of designing non-standard educational situations, motivating students, and effectively solving pedagogical problems. This is especially important in PCIT, where the teacher plays a crucial role in shaping students' patriotic values, civic responsibility, and readiness for military service.

Despite the importance of creativity, traditional approaches to training PCIT teachers are often limited to reproductive teaching methods and do not sufficiently contribute to the development of creative abilities. Therefore, there is a need to improve the methodology for developing creativity among future PCIT teachers, integrating modern pedagogical technologies, active learning methods, and competency-based approaches.

The purpose of this article is to substantiate theoretical and methodological foundations for improving the methodology of developing creative abilities of future PCIT teachers and to propose an effective pedagogical model for this process.

Theoretical Foundations of Creative Ability Development

Creativity is a complex psychological and pedagogical phenomenon that has been studied by many scholars. In pedagogical science, creativity is defined as the ability to generate original ideas, find non-standard solutions, and apply innovative approaches in professional activity.

According to J. Guilford, creativity is associated with divergent thinking, which allows individuals to produce multiple solutions to a problem. E. Torrance emphasized that creativity includes fluency, flexibility, originality, and elaboration of thinking. In the context of teacher education, creativity is manifested in lesson design, teaching strategies, communication with students, and problem-solving.

Creative abilities of teachers include:

- the ability to think independently and critically;
- readiness to experiment and implement innovations;
- skill in designing creative learning environments;
- ability to motivate students and foster their creativity.

For future PCIT teachers, creativity is closely connected with professional specificity. They must creatively integrate military knowledge, physical training, psychological preparedness, and moral-patriotic education into a holistic pedagogical process.

Specific Features of Professional Activity of PCIT Teachers

The professional activity of PCIT teachers has several distinctive characteristics. First, it combines pedagogical, military, and educational functions. Second, it requires a high level of responsibility, discipline, and organizational skills. Third, it involves working with adolescents, whose motivation and interest must be constantly supported.

Creative abilities are particularly important in:

- organizing practical and field-based training;
- conducting military-patriotic events and simulations;
- explaining complex military concepts in an accessible way;
- fostering teamwork, leadership, and responsibility among students.

Therefore, the development of creativity in future PCIT teachers should be carried out considering these professional requirements and through specially designed methodological support.

Methodological Approaches to Developing Creative Abilities

Improving the methodology for developing creative abilities of future PCIT teachers requires the integration of several pedagogical approaches:

Competency-Based Approach

This approach focuses on forming professional competencies, including creative competence. It emphasizes practical orientation, problem-solving, and application of knowledge in real-life situations.

Activity-Based Approach

According to this approach, creativity develops through active engagement in various types of learning activities. Role-playing games, situational tasks, military simulations, and project-based learning are effective tools for stimulating creative thinking.

Personality-Oriented Approach

This approach considers individual characteristics, interests, and abilities of students. It creates conditions for self-expression, self-development, and reflection, which are essential for creativity.

Integrative Approach

The integrative approach ensures the connection between theoretical knowledge and practical training, military disciplines and pedagogical subjects, traditional and innovative teaching methods.

Pedagogical Conditions for Developing Creative Abilities

Based on theoretical analysis, the following pedagogical conditions are identified as essential for developing creative abilities of future PCIT teachers:

1. Creation of a Creative Educational Environment

The learning environment should encourage initiative, independence, and experimentation. Students must feel free to express their ideas without fear of criticism.

2. Use of Active and Interactive Teaching Methods

Methods such as problem-based learning, case studies, debates, trainings, and project work contribute to creative thinking.

3. Integration of Military-Professional and Pedagogical Training

Creative tasks should be closely connected with future professional activity, including lesson planning, scenario development, and training exercises.

4. Development of Reflective Skills

Reflection helps students analyze their experience, evaluate their actions, and find ways for self-improvement.

Model for Developing Creative Abilities of Future PCIT Teachers

Based on the identified approaches and conditions, a model for developing creative abilities of future PCIT teachers is proposed. The model consists of the following components:

Target Component

The goal is to develop a creatively competent PCIT teacher capable of innovative pedagogical activity.

Content Component

The content includes pedagogical, psychological, and military disciplines enriched with creative tasks and problem situations.

Processual Component

This component involves teaching methods, forms, and technologies aimed at creativity development, such as:

- project-based learning;
- role-playing and military simulations;
- creative workshops;
- independent research tasks.

Resultative Component

The expected result is an increase in the level of creative abilities, manifested in originality of thinking, flexibility, independence, and readiness for innovation.

DISCUSSION

The proposed methodology emphasizes the active role of students in the learning process and shifts the focus from knowledge reproduction to creative application. Compared to traditional methods, this approach allows future PCIT teachers to gain experience in creative problem-solving and innovative teaching.

The development of creative abilities contributes not only to professional competence but also to personal growth, self-confidence, and motivation. As a result, graduates are better prepared for the challenges of modern education and military-patriotic training.

CONCLUSION

Improving the methodology for developing creative abilities of future teachers of Pre-Conscription Initial Training is an important pedagogical task. Creativity is a key factor in ensuring effective professional activity, adaptability, and innovation in teaching.

The article substantiates theoretical foundations, identifies pedagogical conditions, and proposes a methodological model for developing creative abilities of future PCIT teachers. The implementation of this methodology in higher pedagogical education institutions will contribute to training highly qualified, creatively competent specialists capable of meeting modern educational demands.

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