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Pedagogical And Psychological Content Of Developing Creative Abilities Of Future Teachers Of Pre-Conscription Initial Training In Higher Education Institutions

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Abstract: The development of creative abilities is a crucial component of professional training of future teachers in higher education institutions. This issue is particularly relevant for future teachers of Pre-Conscription Initial Training (PCIT), whose professional activity requires not only pedagogical and military knowledge but also psychological readiness for creative and innovative teaching. This article explores the pedagogical and psychological content of developing creative abilities of future PCIT teachers. The study analyzes the essence, structure, and components of creative abilities from pedagogical and psychological perspectives, identifies psychological mechanisms and pedagogical factors influencing creativity development, and determines the role of higher education institutions in this process. The article substantiates the integrative nature of creativity development and highlights key pedagogical and psychological conditions necessary for effective formation of creative abilities. The findings contribute to a deeper understanding of creativity development in professional teacher training.

Keywords: Creative abilities, pedagogical content, psychological content, higher education, teacher training, pre-conscription initial training.

Introduction: The modernization of higher education and the increasing complexity of professional pedagogical activity require teachers who are capable of creative thinking, innovation, and continuous self-

development. Creativity has become a fundamental quality that ensures a teacher's professional effectiveness and adaptability in a rapidly changing educational environment.

For future teachers of Pre-Conscription Initial Training (PCIT), the development of creative abilities is of particular importance. Their professional activity combines pedagogical, military, and psychological components and requires the ability to organize educational and training processes creatively, motivate students, and respond flexibly to diverse pedagogical situations.

Despite the recognized importance of creativity, the pedagogical and psychological content of developing creative abilities of future PCIT teachers in higher education institutions has not been sufficiently systematized. Therefore, there is a need for a comprehensive analysis that integrates pedagogical and psychological perspectives.

The purpose of this article is to reveal the pedagogical and psychological content of developing creative abilities of future PCIT teachers in higher education institutions and to identify key factors influencing this process.

Psychological Foundations of Creative Ability Development

From a psychological perspective, creativity is considered a complex mental process involving cognitive, motivational, emotional, and volitional components. Creative abilities are not limited to intellectual capabilities but also include personal characteristics that support creative activity.

Cognitive Component

The cognitive component of creativity includes divergent thinking, imagination, flexibility, originality, and the ability to generate multiple ideas. According to J. Guilford, divergent thinking plays a central role in creative processes, enabling individuals to explore various solutions to a problem.

For future PCIT teachers, cognitive creativity manifests in the ability to design non-standard training scenarios, adapt military content to educational contexts, and solve pedagogical problems creatively.

Motivational Component

Motivation is a key psychological factor influencing creativity development. Intrinsic motivation, characterized by interest, curiosity, and personal involvement, is particularly important for creative activity. According to T. Amabile, intrinsic motivation enhances creative performance and supports sustained creative engagement.

In the training of future PCIT teachers, motivational support is essential to encourage students to engage in creative pedagogical activities and overcome fear of making mistakes.

Emotional and Volitional Components

Emotional stability, openness to new experiences, and tolerance for uncertainty contribute to creativity. Volitional qualities such as persistence, independence, and self-regulation enable individuals to implement creative ideas in practice.

Future PCIT teachers must develop emotional resilience and self-confidence to apply creative approaches in demanding and sometimes stressful professional situations.

Pedagogical Foundations of Creativity Development

From a pedagogical perspective, creative ability development is viewed as a purposeful and organized educational process. It requires appropriate content, methods, and conditions that stimulate students' creative potential.

Educational Content

The content of professional training should include creative tasks, problem situations, and research-oriented assignments. Pedagogical and military disciplines should be enriched with elements that encourage analysis, synthesis, and creative application of knowledge.

For PCIT teachers, creative content may involve designing training programs, developing scenarios for military-patriotic events, and modeling complex pedagogical situations.

Teaching Methods

Active and interactive teaching methods play a crucial role in creativity development. Problem-based learning, project work, role-playing games, simulations, and case studies create opportunities for creative thinking and collaboration.

The systematic use of such methods allows future PCIT teachers to gain experience in creative problem-solving and innovative teaching.

Forms of Organization

Group work, workshops, trainings, and independent research activities support creativity by promoting interaction, reflection, and self-expression. These forms help students develop communication skills and collective creativity.

Structure of Creative Abilities of Future PCIT Teachers

Based on the integration of pedagogical and psychological perspectives, the creative abilities of future PCIT teachers can be structured into the

following components:

1. Cognitive-Creative Component – creative thinking, imagination, originality;
2. Motivational-Value Component – interest in creative pedagogical activity, professional values;
3. Emotional-Volitional Component – emotional stability, self-confidence, perseverance;
4. Activity-Practical Component – ability to apply creative ideas in professional practice;
5. Reflective Component – self-analysis, evaluation of creative experience.

This structure reflects the holistic nature of creativity development and emphasizes the interaction of psychological and pedagogical factors.

Pedagogical and Psychological Conditions for Creativity Development

Effective development of creative abilities of future PCIT teachers requires the creation of specific pedagogical and psychological conditions:

- a supportive and psychologically safe educational environment;
- encouragement of initiative and independence;
- positive emotional climate and constructive feedback;
- opportunities for self-expression and reflection;
- integration of theoretical and practical training.

These conditions ensure the activation of psychological mechanisms and pedagogical influences necessary for creativity development.

Role of Higher Education Institutions

Higher education institutions play a key role in shaping creative abilities of future teachers. Universities must design curricula that prioritize creativity, prepare instructors to use creative teaching methods, and provide resources for innovative educational activities.

The integration of pedagogical and psychological support systems, such as mentoring and counseling, can further enhance creativity development among future PCIT teachers.

DISCUSSION

The pedagogical and psychological analysis presented in this article demonstrates that creativity development is a multidimensional process requiring an integrative approach. Psychological readiness and pedagogical support must be harmonized to ensure effective formation of creative abilities.

For future PCIT teachers, creativity is not only a professional skill but also a personal quality that influences their teaching style, interaction with students, and professional growth.

CONCLUSION

The pedagogical and psychological content of developing creative abilities of future teachers of Pre-Conscription Initial Training in higher education institutions reflects the complexity and integrative nature of this process. Creativity development involves cognitive, motivational, emotional, and practical components and requires purposeful pedagogical organization.

The article has revealed key psychological mechanisms and pedagogical factors influencing creativity development and identified conditions necessary for effective implementation of this process. Understanding the pedagogical and psychological content of creativity development provides a theoretical basis for designing innovative training models for future PCIT teachers.

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