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# The Current State 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 of future teachers is one of the key priorities of modern higher education. This issue is particularly significant for future teachers of Pre-Conscription Initial Training (PCIT), whose professional activity requires creativity, flexibility, and innovation. This article analyzes the current state of developing creative abilities of future PCIT teachers in higher education institutions. The study examines theoretical approaches, curriculum content, teaching methods, and organizational conditions that influence creativity development. The existing shortcomings and contradictions in teacher training practice are identified. Based on the analysis of scientific literature and educational practice, the article highlights key trends and problems that characterize the current situation. The results of the study provide a foundation for further improvement of pedagogical methods and models aimed at enhancing creative abilities of future PCIT teachers.

**Keywords:** Creative abilities, current state, higher education, teacher training, pre-conscription initial training, pedagogical analysis.

**Introduction:** In recent years, the modernization of higher education systems has emphasized the importance of training specialists capable of creative thinking and innovative professional activity. Creativity has become one of the most demanded qualities of a modern teacher, ensuring adaptability to rapid changes

in educational standards, technologies, and social expectations.

For future teachers of Pre-Conscription Initial Training (PCIT), the development of creative abilities is particularly important due to the specific nature of their professional responsibilities. PCIT teachers are expected to prepare young people for military service, foster patriotic values, and organize training activities that require initiative, flexibility, and originality.

Despite the recognition of creativity as a key professional competence, the actual state of developing creative abilities of future PCIT teachers in higher education institutions remains insufficiently studied. Existing educational practices often prioritize theoretical knowledge and standardized training, while creativity development is addressed indirectly or fragmentarily.

The purpose of this article is to analyze the current state of developing creative abilities of future PCIT teachers in higher education institutions, identify existing problems, and determine key trends in this area.

### **Theoretical Understanding of Creativity in Teacher Education**

In pedagogical theory, creativity is viewed as a multidimensional construct encompassing cognitive, motivational, and behavioral components. Researchers such as J. Guilford, E. Torrance, and R. Sternberg have emphasized the role of divergent thinking, originality, and flexibility in creative activity.

In teacher education, creativity is understood as the ability to design innovative teaching strategies, adapt instructional methods to diverse learning situations, and solve pedagogical problems in non-standard ways. Creative abilities enable teachers to transform educational content and create an engaging learning environment.

For future PCIT teachers, creativity has both general pedagogical and profession-specific dimensions. In addition to lesson planning and classroom management, PCIT teachers must creatively organize drills, simulations, and military-patriotic events, which requires a high level of professional imagination and initiative.

### **Curriculum Analysis and Content of Professional Training**

An analysis of curricula in higher education institutions reveals that professional training of future PCIT teachers is primarily focused on military-theoretical disciplines, physical training, and basic pedagogical courses. While these components are essential, creative ability development is not explicitly defined as

a learning objective in most curricula.

Creative tasks are often limited to individual assignments or extracurricular activities and are not systematically integrated into the learning process. As a result, students have limited opportunities to develop creative thinking skills in professionally oriented contexts.

Moreover, assessment systems in higher education institutions tend to emphasize reproductive knowledge and standard performance indicators, which discourages creative experimentation and risk-taking among students.

### **Teaching Methods Used in the Educational Process**

The current state of teaching methods used in the training of future PCIT teachers is characterized by the dominance of traditional instructional approaches. Lectures, demonstrations, and standardized practical exercises remain the most commonly used methods.

Although some instructors incorporate interactive methods such as discussions, group work, and situational tasks, their use is often episodic rather than systematic. Project-based learning, problem-based learning, and creative workshops are rarely applied, despite their high potential for creativity development.

The limited use of active teaching methods reduces students' engagement in creative problem-solving and restricts the formation of independent and flexible thinking skills.

### **Organizational and Pedagogical Conditions**

The development of creative abilities is influenced not only by teaching methods but also by organizational and pedagogical conditions in higher education institutions. The current state analysis shows that creative educational environments are not sufficiently established.

Rigid schedules, overloaded curricula, and strict regulatory requirements limit opportunities for creative experimentation. In addition, insufficient material and technical resources, such as simulation equipment and digital tools, hinder the implementation of innovative teaching methods.

Another important factor is the level of pedagogical competence of university instructors. Not all instructors are adequately prepared to develop students' creative abilities or to apply creative teaching technologies effectively.

### **Students' Attitudes and Motivation**

The current state of creativity development is also reflected in students' attitudes and motivation. Many future PCIT teachers demonstrate high motivation to master military and physical skills but show limited

interest in creative pedagogical activity.

This can be explained by the prevailing perception of PCIT as a strictly regulated and discipline-oriented subject, where creativity is considered secondary. As a result, students may underestimate the importance of creative abilities for their future professional activity.

The lack of targeted pedagogical support and reflection further reduces students' awareness of their creative potential.

### **Key Problems Identified in the Current State**

Based on the analysis, several key problems characterize the current state of developing creative abilities of future PCIT teachers:

- absence of a systematic approach to creativity development in curricula;
- dominance of traditional teaching and assessment methods;
- insufficient use of active and innovative pedagogical technologies;
- limited creative educational environments;
- inadequate motivation and awareness among students.

These problems indicate the need for purposeful pedagogical intervention and methodological improvement.

### **DISCUSSION**

The analysis of the current state reveals that creativity development in the training of future PCIT teachers remains largely underdeveloped. While theoretical recognition of creativity exists, its practical implementation in higher education institutions is inconsistent and insufficient.

Addressing this issue requires a shift from knowledge-oriented training to competency-based and creativity-oriented education. Higher education institutions must reconsider their curricula, teaching methods, and organizational conditions to support the development of creative abilities.

### **CONCLUSION**

The current state of developing creative abilities of future teachers of Pre-Conscription Initial Training in higher education institutions is characterized by a number of unresolved problems and contradictions. Despite the growing demand for creative and innovative teachers, existing training practices do not fully ensure the formation of creative abilities.

The article has analyzed the main components of the current situation, including curricula, teaching methods, organizational conditions, and students' motivation. The identified shortcomings confirm the

need for systematic improvement of pedagogical approaches to creativity development.

The results of this analysis can serve as a theoretical and practical basis for further research aimed at designing and implementing effective methodologies for developing creative abilities of future PCIT teachers.

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