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# Developing Creative Abilities Of Future Teachers Of Pre-Conscription Initial Training In Higher Education Institutions As A Pedagogical Problem

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**Abstract:** In modern higher education, the development of creative abilities of future teachers is considered one of the most pressing pedagogical problems. This issue is especially relevant for future teachers of Pre-Conscription Initial Training (PCIT), whose professional activity requires not only strong military and pedagogical knowledge but also creativity, flexibility of thinking, and readiness for innovative teaching. The article examines the development of creative abilities of future PCIT teachers in higher education institutions as a pedagogical problem. The essence, causes, and manifestations of this problem are analyzed from theoretical and practical perspectives. The study identifies contradictions existing in the current system of teacher training, substantiates the necessity of developing creativity, and determines pedagogical conditions that influence this process. Based on the analysis, conceptual approaches to solving the problem are proposed. The results of the study can serve as a theoretical basis for improving the professional training system of future PCIT teachers.

**Keywords:** Creative abilities, pedagogical problem, higher education, teacher training, pre-conscription initial training, professional competence.

**INTRODUCTION:** The transformation of social, political, and technological processes in the modern world has significantly affected the education system and placed new demands on teacher training. Higher education institutions are now expected to prepare specialists who are not only knowledgeable in their field but also

capable of creative thinking, independent decision-making, and effective problem-solving. In this context, the development of creative abilities of future teachers is becoming a central issue in pedagogical theory and practice.

The problem of creativity is particularly relevant for future teachers of Pre-Conscription Initial Training (PCIT). These teachers play an important role in preparing young people for military service, fostering patriotism, civic responsibility, and physical and psychological readiness. Their professional activity requires the ability to organize educational and training processes creatively, adapt teaching methods to students' individual characteristics, and respond flexibly to changing educational conditions.

However, analysis of pedagogical practice in higher education institutions shows that the training of future PCIT teachers is often focused on mastering theoretical knowledge and standard teaching methods, while insufficient attention is paid to developing creative abilities. This contradiction gives rise to a pedagogical problem that requires scientific understanding and effective solutions.

The purpose of this article is to consider the development of creative abilities of future PCIT teachers in higher education institutions as a pedagogical problem, to analyze its causes and characteristics, and to identify possible ways of addressing it.

### **The Concept of Creative Abilities in Pedagogical Science**

In pedagogical and psychological literature, creativity is interpreted as the ability of an individual to generate original ideas, find non-standard solutions, and create new products or approaches. Creative abilities are considered a complex integrative quality that includes cognitive, motivational, emotional, and behavioral components.

According to J. Guilford, creativity is closely related to divergent thinking, which allows individuals to produce multiple solutions to a given problem. E. Torrance defined creative abilities through such indicators as fluency, flexibility, originality, and elaboration. From a pedagogical perspective, creative abilities manifest themselves in a teacher's capacity to design innovative lessons, use active teaching methods, and effectively solve educational problems.

For future teachers, creativity is not an optional quality but an essential component of professional competence. A creative teacher can transform educational content, motivate students, and create a learning environment that promotes intellectual and

personal development.

In the case of PCIT teachers, creative abilities are closely linked to the specificity of their professional activity, which combines pedagogical, military, and educational functions. Therefore, creativity in this field has both general pedagogical and profession-specific characteristics.

### **Specific Features of the Professional Activity of PCIT Teachers**

The professional activity of PCIT teachers has a number of distinctive features that increase the importance of creativity. First, PCIT is a practice-oriented discipline that includes theoretical training, physical exercises, tactical drills, and military-patriotic education. Second, PCIT teachers work with adolescents and young people whose motivation and interest require constant stimulation.

#### **PCIT teachers must be able to:**

- organize training sessions in non-standard and engaging forms;
- conduct simulations, drills, and situational exercises;
- explain complex military concepts in an accessible and interesting way;
- integrate educational, moral, and physical training objectives.

All these tasks require a high level of creative abilities. However, traditional training models in higher education institutions often rely on reproductive teaching methods, rigid curricula, and standardized assessment systems. As a result, future PCIT teachers may lack experience in creative pedagogical activity.

### **Development of Creative Abilities as a Pedagogical Problem**

In pedagogical science, a pedagogical problem arises when there is a contradiction between social demands and the actual state of educational practice. In the case of training future PCIT teachers, such a contradiction exists between the need for creatively competent specialists and the insufficient level of creativity development in the current training system.

#### **This pedagogical problem can be characterized by several key aspects:**

##### **1. Social Aspect**

Modern society requires teachers who can think creatively, adapt to change, and educate students capable of independent thinking and responsible decision-making.

##### **2. Professional Aspect**

The professional standard for PCIT teachers implies

creativity in organizing military-patriotic education and training activities.

### 3. Educational Aspect

Higher education institutions often prioritize knowledge acquisition over creativity development, limiting opportunities for creative self-expression.

The unresolved nature of these contradictions confirms that the development of creative abilities of future PCIT teachers should be considered a significant pedagogical problem requiring systematic research and innovative solutions.

### Causes of the Pedagogical Problem

The analysis of scientific literature and educational practice allows identifying several causes contributing to the emergence of this pedagogical problem:

- insufficient integration of creative tasks into the content of professional disciplines;
- dominance of traditional lecture-based teaching methods;
- limited use of active and interactive learning technologies;
- lack of purposeful pedagogical conditions aimed at creativity development;
- insufficient attention to students' individual characteristics and creative potential.

These factors collectively hinder the formation of creative abilities in future PCIT teachers and reduce the effectiveness of their professional preparation.

### Pedagogical Conditions for Developing Creative Abilities

Solving the identified pedagogical problem requires creating specific pedagogical conditions in higher education institutions. Based on theoretical analysis, the following conditions are considered essential:

#### 1. Creation of a Creative Educational Environment

The educational environment should encourage initiative, experimentation, and independent thinking. Students should feel free to express original ideas and take creative risks.

#### 2. Use of Active and Interactive Teaching Methods

Problem-based learning, project work, case studies, role-playing games, and military simulations stimulate creative thinking and professional reflection.

#### 3. Integration of Theory and Practice

Creative tasks should be closely related to future professional activity, allowing students to apply theoretical knowledge in practical situations.

#### 4. Development of Reflective Skills

Reflection enables students to analyze their actions, evaluate results, and identify ways for further self-development.

### Conceptual Approaches to Solving the Pedagogical Problem

Addressing the development of creative abilities of future PCIT teachers requires the application of several pedagogical approaches:

- Competency-Based Approach, which focuses on forming professional and creative competencies;
- Activity-Based Approach, emphasizing learning through active engagement and practical tasks;
- Personality-Oriented Approach, which considers individual needs and creative potential of students;
- Integrative Approach, ensuring the unity of pedagogical and military-professional training.

The combination of these approaches creates a methodological basis for overcoming the identified pedagogical problem.

### DISCUSSION

Considering the development of creative abilities as a pedagogical problem allows a deeper understanding of the shortcomings of the existing training system and the directions for its improvement. Creativity should not be treated as an additional or optional component of teacher training but as an integral part of professional competence.

For future PCIT teachers, creative abilities are crucial for effective professional activity, successful adaptation to educational innovations, and continuous self-development. Therefore, higher education institutions should systematically implement pedagogical conditions and approaches aimed at creativity development.

### CONCLUSION

The development of creative abilities of future teachers of Pre-Conscription Initial Training in higher education institutions is a complex and multifaceted pedagogical problem. It arises from contradictions between social and professional demands and the actual state of teacher training practice.

The article has analyzed the essence, causes, and characteristics of this pedagogical problem and identified pedagogical conditions and conceptual approaches for its solution. Addressing this problem will contribute to improving the quality of professional training of future PCIT teachers and ensuring their readiness for creative and innovative pedagogical activity.

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