

**CREATIVE POTENTIAL OF A TEACHER IN A HIGHER EDUCATIONAL  
INSTITUTION**

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**Abstract:** This article reveals the content of the teacher's creativity, the importance of the teacher's creative potential in improving the effectiveness of the professional training of students in military educational institutions, as well as the ways to form the creative qualities of post-graduate students (cadets).

**Keywords:** creativity, creative pedagogy, pedagogical creativity, creative potential of a teacher, criteria of creativity.

Modern trends such as today's lifestyle, rapid life flow, innovative changes in various fields, the breadth of information flow require quick thinking, analysis, conclusions and quick decision-making on the basis of information received from specialists in various fields. This, in turn, requires the presence and development of certain qualities in people.

One of such qualities that is of great importance in the work of a modern teacher is creativity.

Creativity (from Latin creation - creation) is a person's creative abilities (abilities) that are manifested in his thinking, feelings, communication, in a certain type of activity and its results, and characterizes the personality as a whole or some of its aspects. In scientific, educational and methodological literature on pedagogy, the creativity of a teacher is explained mainly in connection with creative activity, despite the fact that specialists have different attitudes towards describing the content of his inherent qualities.

The manual "Fundamentals of Pedagogical Competence and Creativity" defines "creativity as a creative ability that characterizes an individual's readiness to generate new ideas and is part of giftedness as an independent factor" [4, p. 72]. This manual shows that creativity manifests itself in a person's thinking, communication, emotions, and certain types of activity and is reflected as an important factor of his talent, determining his mental acuity. According to the authors, the qualities of creativity include: creative orientation; ability to think logically; erudition (knowledge); rich imagination; creative expressiveness and initiative; full demonstration of one's creativity; ability to reflect; emotionality; the ability to make new decisions based on existing experience and knowledge [4, p. 73]. In the educational and methodological complex developed on the module "Fundamentals of Creative Pedagogy", the following qualities of individual creativity are added to the above-mentioned list of qualities of individual creativity: innovative ability, ability to take risks, speed of thinking, developed intuition, ability to put forward original ideas, and high artistic values [2, p. 38]. It is clear that individual creativity is expressed more in creativity, breadth of thinking, and not falling into a certain pattern.

In modern pedagogical science and practice, concepts such as "creative pedagogy", "pedagogical creativity", "creative potential of a teacher" are widely used. The foundations of "creative pedagogy" are formed by methodological ideas from such disciplines as the history of pedagogy, general and professional pedagogy, psychology, teaching methods of special subjects, educational technology and professional ethics, and serve to create the necessary conditions for the professional development of specialists, including future specialists, while ensuring the following two conditions:

1) Teachers should attract the attention of students who have low mastery of academic subjects and consider their study boring to a deeper study of the basics of the subject;

2) Creating opportunities for teachers to effectively use them in the classroom by recommending strategies and tools that serve to stimulate creative thinking and creative activity in students. [2, p. 22-23].

Based on these considerations, the following goals of creative pedagogy are outlined:

1) To develop the teacher's creative, creative approach to the organization of the educational and upbringing process, the ability and skills to positively solve existing pedagogical problems;

2) To form in students a positive, independent approach to the assimilation of educational materials, the ability and skills to put forward new, creative, creative ideas in the performance of educational tasks, and to study the foundations of professional training based on their gradual development, in general, the development of individual creativity in accordance with the characteristics of different age stages, which is the study of the issues of creative education, upbringing and development of the individual [2, p. 24].

In recent years, the importance of "pedagogical creativity", which characterizes the importance of creative approaches in the work of teachers, has been given to pedagogical science and practice. Pedagogical creativity is the ability of a teacher to create new ideas that serve to ensure the effectiveness of the educational and upbringing process, as well as to positively solve existing pedagogical problems, in contrast to traditional pedagogical thinking [2, 22-b; 4, 75-b].

The creative potential of a teacher is reflected as his general characteristic. It is considered a prerequisite and result of creative activity. This quality expresses the possession and readiness of a person to self-expression. In addition, the personal abilities, natural and social strengths of each specialist are manifested in a holistic way on the basis of creative potential. Creative potential is closely related to creativity directed to the process of cognition.

The creative potential of a teacher, in contrast to traditional thinking, is manifested in the following:

- creative approach to professional activity;
- showing activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- exchange of ideas with colleagues about pedagogical achievements;
- speed and flexibility of thinking;

- ability to create new ideas;
- not thinking in a stereotyped way;
- originality;
- initiative;
- tolerance of uncertainty;
- being intelligent [2, p. 47].

The creative potential of a teacher is a multi-level process and is based on the following principles:

possession of a problematic character; creative orientation; increasing opportunities; achieving individuality; vivid manifestation of creativity;

integrity, consistency and systematicity; mutual harmony of the individual characteristics of a person and the qualities acquired in life activities [4, p. 79].

The creative potential of a teacher includes the following structural foundations:

- a purposeful-motivated approach (creative activity is considered a value and is reflected in the interests, motives, and aspirations of the teacher to organize activity);
- a meaningful approach (reflects knowledge, skills, and competencies of a pedagogical, psychological, special, and innovative nature);
- an active-active approach (reflects certain intellectual-logical thinking activities, as well as practical (special, technical, technological) methods of activity);
- reflexive-evaluative (this includes understanding the essence of personal creative activity, self-analysis, and self-evaluation). [4, p. 78].

A teacher with creative potential can demonstrate the following skills:

- be able to determine the essence and significance of the task being performed;
- be able to analyze the problem statement;
- draw up a plan for solving the problem;
- use effective methods (analysis, synthesis, induction, deduction, comparison, etc.) in solving a problem;
- be able to choose methods for solving a problem;
- justify and re-check the correctness of the decision made;
- conduct a small study (research) in solving a problem;
- formalize arguments regarding the conditions for solving the problem, the course of the process and the results of solving the problem [4, 78-b].

Considering the listed qualities and principles as criteria for creativity, three levels of creative potential of teachers have been identified:

1. High: Regularly puts forward various initiatives, consistently demonstrates creative abilities, is very active and creatively inquisitive.

2. Medium: Sometimes puts forward one or another initiative, although not regularly, creative abilities are manifested, tends to be somewhat active and creatively inquisitive.

3.Low: Although it is not sufficiently substantiated, it seeks to promote the initiative, creative abilities are not sufficiently demonstrated, it does not strive to be inquisitive [4, p. 80].

When it comes to developing the creativity of a teacher, researchers show that this process does not occur spontaneously, but includes several stages [2, p. 56]:

Stages	Content
Stage 1	Mastering the theoretical and methodological foundations of disciplines (family of disciplines) such as pedagogy, psychology, philosophy, aesthetics.
Stage 2	Developing the skills to apply the acquired theoretical knowledge in practice during continuous and continuous pedagogical practice, as well as in the process of practical training and independent learning.
Stage 3	Achieving the transformation of practical skills formed on the basis of independent study and creative research into skills.
Stage 4	Psychological preparation for the effective organization of professional activity based on existing theoretical knowledge, practical skills and qualifications.

The level of development of the creative potential of teachers of higher military educational institutions during training helps to develop the ability of future officers to think creatively and non-standardly, to ensure the flexibility of their thinking, to improve their skills in making independent decisions.

R.O. Nigmatov, among the moral, cognitive, immanent, operational, communicative, informational, physiological professional qualities that must be formed in officers, also indicates the creative component, and emphasizes that its content consists in developing abstract-logical thinking, the ability to make reasonable and purposeful decisions in combat and operational situations and ensure their implementation [3, 80-b].

Z.Sh. Alimardonov, developing a qualitative system of professional competence of future officers, indicated in the table below the indicators determining the level of development of creative competence, which is one of its components [1, 19-b].

Pedagogical research, when considering ways to develop a teacher's creativity, identifies the following groups of skills that allow teachers to organize creative activity:

- 1) cognitive (gnostic) skills;

- 2) design skills;
- 3) creative-practical (constructive) skills;
- 4) research skills;
- 5) communicative skills;
- 6) organizational skills;
- 7) consistency (procedural) skills; 8) technical-technological skills.

The following methods are considered effective in developing a teacher's creative potential:

development and implementation of creative tasks; creation of problem situations and their independent resolution; independent work on individual tasks, assignments; development of creative projects; "Intelligence" competition, etc. [4, p. 76].

The implementation of scientific research and scientific or creative projects by a teacher further develops his/her creative potential. As a result, the teacher:

- gets used to creative thinking;
- masters the skills of conducting scientific research activities;
- independently analyzes the achievements of pedagogy or the possibilities of using advanced practices and best practices;
- actively participates in the implementation of scientific research and creative projects carried out by the pedagogical team [4, p. 79].

Today, greater attention should be paid not only to developing the creative potential of teachers, but also to the formation and development of creative qualities in listeners (cadets) who are preparing to work as future military specialists.

Creatively thinking learners exhibit the following positive qualities:

- tend to break the "mold", think non-standardly, and approach unconventionally when finding solutions to educational problems set by the teacher;
- put forward ideas that other listeners (cadets), sometimes the teacher, did not expect;
- express their thoughts in their own unique style;
- have an emotional reaction to their own and others' opinions;
- show more interest in problem tasks along with acquiring ready-made knowledge;
- sometimes ask questions that are far from the topic of the lesson;
- when searching for solutions to problems, they refer to more sources than just the textbooks recommended by the teacher, etc.

The formation of creative qualities in students (cadets) during the educational process is not a spontaneous process. Of course, during their studies in general education schools, the foundation for expanding their worldview and developing their thinking may have been laid to varying degrees. In a higher military educational institution, these works must be carried out purposefully. In this regard, it is appropriate to consider the following:

1. Effective use of modern approaches to organizing the educational process, innovative pedagogical and information technology capabilities.
2. Paying more attention to problem-based learning, which stimulates the development of students' thinking processes, correct understanding of the essence of the assigned educational tasks, independent search for solutions, and the development of skills for making quick and correct decisions.
3. Creating opportunities for students (cadets) to organize their independent activities.
4. Developing students' independence and strengthening their responsibility during training.
5. Taking into account the interests of students in subjects, as well as in professional and life directions.
6. Ensuring that students are not indifferent to the educational material being studied and the educational process during the training, increasing their activity by encouraging them to ask questions and participate in discussions.
7. Not ignoring the shortcomings in the content of the questions and answers and thoughts of students, pointing out their mistakes without extinguishing their interest and showing the right way to correct them.
8. Developing the skills of listeners (cadets) to identify educational problems, analyze the expressed ideas to find solutions, and evaluate them, etc.

Summarizing the above ideas, it is worth noting that in order to activate the military education process, make it interesting for both the teacher and the student, and train modern-thinking military specialists, it is necessary to develop the creative qualities of not only the teacher, but also the listeners (cadets). Because both sides of the educational process, that is, the teacher and the student, mutually develop each other. If the teacher has a high creative potential, his students will grow up to be creative thinkers, have a broad outlook, and are inclined to research. In turn, an aspiring, active, non-standard questioning and unexpected solutions listener (cadet) forces the teacher to constantly be in search, to work on himself.

The following recommendations are appropriate for developing the creative qualities of teachers:

1. A teacher of a higher military educational institution should not be limited to the content of his military specialty and the scope of the curriculum of the subject he teaches.
2. Regularly update and develop his military-professional, psychological-pedagogical knowledge.
3. Improve his pedagogical skills, the level of professional-pedagogical competence.

4. Be able to think outside the box, achieve flexibility of thinking, find and offer non-standard solutions.
5. Actively participate in innovative activities by carrying out scientific research.
6. Increase students' interest in science by being able to accept non-standard ideas, explain ways to correct their mistakes, support their ideas and show them the right path.

In conclusion, it should be said that the creative qualities of educators contribute to the interesting and effective conduct of the entire military education process. It encourages teachers and students, who are participants in this process, to be constantly in motion and in search.

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