

**THEORETICAL BASIS OF DEVELOPING CREATIVE ABILITIES IN CADETS OF  
HIGHER MILITARY EDUCATIONAL INSTITUTIONS**

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**Abstract**

This scientific article discusses the theoretical foundations of the development of creative abilities in cadets of higher military educational institutions. In the conditions of modern military education, the comprehensive development of the cadet's personality, his independent thinking, correct and quick decision-making in problem situations, and the ability to put forward new approaches are important pedagogical tasks. The article analyzes the essence of the concept of creative abilities, its pedagogical and psychological interpretation, factors influencing the formation of creativity in the cadet's personality, specific aspects of military education, and theoretical approaches. It also reveals methodological principles and theoretical concepts for the development of creative abilities in cadets.

**Keywords**

creative abilities, creativity, cadet, military education, theoretical basis, pedagogical basis, pedagogical approach, psychological factors, independent thinking, innovative education, professional training.

One of the most important tasks facing the education system today is to prepare future officers who are competitive in society, independent thinkers, have a broad outlook, and can make the right decisions in problematic situations. This requirement is especially important in the activities of higher military educational institutions. Because the professional activity of a future officer requires high responsibility, discipline, speed, accuracy, determination, and at the same time flexibility. In traditional views, the military sphere is associated with more strict discipline and command-based activities, but in the conditions of modern military activity, a cadet is required not only to carry out ready-made instructions, but also to independently analyze new situations, justify his opinion, find the right tactical and strategic solution, and, if necessary, take a new path. In this regard, the creative aspect is relevant for cadets. The development of creative abilities requires, first of all, a deep understanding of its theoretical foundations. Because, if any pedagogical activity has a scientific and theoretical foundation, its effectiveness increases.

This article analyzes the theoretical foundations of the development of creative abilities in cadets (future officers).

The scientific essence of the concept of creative ability.

Creative ability is an individual's internal ability to create innovations, to take an unusual approach to an existing problem or situation, to apply their knowledge and experience in new situations. It is characterized by the activity, independence, flexibility and originality of thinking.

From a psychological point of view, creative ability is manifested by such features as: putting forward a new idea; being able to see several solutions to a problem; combining logical and intensive thinking; critical approach to the situation; ability to apply existing knowledge in a new combination.

From a pedagogical point of view, creative ability is a quality that is formed and developed in the educational process, which is manifested in a person's educational and cognitive activity,

independent research, performance of practical tasks and the ability to offer their own solutions in problem situations. Thus, creative ability is a complex psychological and pedagogical phenomenon that, along with innate ability, develops on the basis of the social environment, education, personal activity and pedagogical influences.

The structural structure of creative ability - although theoretically creative ability is a single concept, it consists of several components. The harmonious formation of these components in cadets determines their level of creative development: 1) Intellectual component - this component includes the cadet's educational level, logical thinking, skills of analysis, generalization, comparison, and drawing conclusions. Intellectual potential is the main support of the creative process, since creating innovation requires a certain foundation of knowledge and thinking. 2) Motivational component - the cadet's desire for innovation, interest in learning, the need for self-expression, and internal motivation to achieve the goal are important factors in his creative activity. The development of creative abilities largely depends on the internal motivation of the individual. 3) Emotional-volitional component - determination, patience, initiative, responsibility, ability to overcome difficulties, and willingness to take risks play an important role in creative activity. The emotional stability and willpower of the cadet play an important role in solving creative tasks. 4) Activity-related component - creative abilities are manifested in practical activities. That is, the cadet must be able to apply his knowledge and ideas to a real situation, offer new solutions to the problem, and perform tasks in a creative way. 5) The reflexive component - the ability of a person to analyze his own activities, to realize his mistakes and achievements, to self-evaluate and strive for improvement is also a component of creative development. Thus, creative ability in cadets is considered not just one feature, but as a holistic system of elements such as knowledge, motive, will, practical action and self-analysis.

Psychological foundations of the development of creative qualities. Psychological approaches play a special role in explaining the theoretical foundations of creative ability. Human thinking, perception, imagination, memory, attention and motivation constitute the psychological mechanisms of creativity.

Thinking and creativity. Thinking is at the heart of creative abilities. While ordinary reproductive thinking serves to reproduce existing knowledge, creative thinking is aimed at creating innovation. This is very important for a cadet, because he often encounters situations for which he is not prepared in advance.

Imagination is the ability to create new images, ideas and models based on existing knowledge. If cadets have a broad imagination in tactical, operational situations, team management or emergency situations, they can effectively solve problem situations.

A powerful source of creative activity is internal interest. Activities performed not out of necessity, but based on internal need, give a more creative product. Therefore, it is important to form in cadets a love of the profession, loyalty to the Motherland, and the need to work on themselves.

Personal characteristics: personal qualities are of particular importance in the development of creative abilities: independence; initiative; curiosity; critical thinking; courage and determination; openness to innovation; tolerance for uncertainty. As these qualities develop in the cadet's personality, his creative capabilities also expand.

Pedagogical foundations of the development of creative abilities - in pedagogical theory, the development of the individual is considered the main goal of education and upbringing. The development of creative abilities in cadets also requires a purposeful and systematic organization of the pedagogical process. According to the theory of person-oriented education, each cadet has his own individual capabilities, abilities and needs. If the teacher organizes the educational

process taking into account these individual characteristics, the creative potential of the cadet will develop effectively.

Activity-oriented approach - creative abilities are formed not only through theoretical knowledge, but also in the process of activity. The more a cadet works independently, performs problem tasks, analyzes real situations, the more creative competencies develop in him.

Competency-based approach - in today's education system, more emphasis is placed on competence than on knowledge. In military education, it is important for a cadet not only to have knowledge, but also to be able to apply it in practice, to be able to solve problems. Creativity is one of the main factors that form these competencies.

Problem-based learning theory - problem-based learning activates individual thinking. In it, the learner does not accept ready-made knowledge, but tries to solve the problem himself. This is one of the theoretical foundations for the development of analytical, critical and creative thinking in cadets.

Developmental learning theory - in developmental learning, it is considered important not only for a student or cadet to receive knowledge, but also for the development of his thinking, speech, emotions and personal qualities. Therefore, the formation of creative abilities is an integral part of this approach.

The uniqueness of military education and creative abilities - higher educational institutions differ from other educational systems in a number of aspects. This uniqueness also directly affects the theory of developing creative abilities in cadets.

1. The combination of discipline and free thinking. Military education is based on strict discipline. However, this discipline should not hinder the cadet's independent thinking and creative approach. An important task in theory is to ensure a balance between discipline and creativity.

2. The need for quick decision-making. In military conditions, time is often limited. Therefore, it is theoretically and practically important to form the ability of cadets to make quick, well-founded and innovative decisions.

3. Preparation for uncertain and dangerous situations. A military specialist must act effectively even in unexpected situations that are not fully planned in advance. This requires creative thinking, flexibility and psychological preparation.

4. Teamwork. In the military, rather than individual, team work prevails. Therefore, cadets must also develop the skills of creative work with a team, putting forward new ideas that serve a common goal, and respecting the opinions of others. Therefore, the theory of creative abilities in military education is based on general pedagogical principles, but its specific aspects arise from the content of the military profession.

Theoretical approaches and scientific concepts - there are several theoretical approaches that explain the development of creative abilities in cadets.

According to the humanistic approach, each person strives to realize their inner potential. The task of the teacher is to create a favorable environment that will reveal these opportunities. Respect for the cadet, appreciation of his opinion, and encouragement of his initiative are important in developing creativity.

According to the theory of activity, personal abilities are formed and developed in the process of activity. Therefore, the cadet's creative abilities also develop during problem tasks, practical exercises, analytical activities, and research.

Systemic approach - It is necessary to study creative abilities not only as a separate skill, but as a holistic system of a person's knowledge, motivation, will, emotions, and practical activities. This approach allows for a comprehensive study of the cadet's personality.

Axiological approach - creativity in military education should be not only the creation of innovation, but also be in harmony with spiritual qualities, patriotism, duty and responsibility. Therefore, the creative development of cadets should be inextricably linked with moral and professional qualities.

Integrative approach - creative abilities are effectively formed on the basis of the integration of various disciplines, theory and practice, individual and collective activities. This is especially important in military education, since pedagogy, psychology, tactics, management and information technologies are inextricably linked.

Methodological principles of developing creative abilities in cadets. The following methodological principles are important in the application of theoretical foundations in practice:

The principle of goal-orientedness - the development of creative abilities should be carried out not by itself, but on the basis of a specific pedagogical goal.

The principle of consistency and systematization - the development of creativity is carried out not as a one-time event, but as a continuous and systematic educational process.

The principle of activity - the cadet should not be a passive listener, but an active participant. Creative abilities develop precisely in the process of activity.

The principle of individualization. The abilities, interests, level of preparation and psychological characteristics of each cadet should be taken into account.

The principle of unity of theory and practice. Creative abilities should not be limited to theoretical knowledge, but should be strengthened through practical activities.

The principle of reflexivity. The cadet should understand his activities, analyze the results and continue to work on himself.

Scientific justification of the need to develop creative abilities in cadets. The need to develop creative abilities in cadets is explained by several factors.

First, modern military activity is becoming more complex. Technological progress, information warfare, cybersecurity, non-traditional threats require a new way of thinking from a military specialist.

Secondly, initiative and operational independence are important in the process of military management. In this case, the creative potential of the cadet determines his future professional success.

Thirdly, the modern paradigm of education presents the individual as an active subject. This requires that the cadet be educated not as a ready-made knowledge master, but as a creative approach person.

Fourthly, creative abilities also have a positive effect on the overall intellectual and spiritual development of the individual. A creative cadet thinks more, analyzes, takes the initiative and regularly works on himself.

In conclusion, the theoretical foundations of the development of creative abilities in cadets of higher military educational institutions are manifested in the combination of psychological, pedagogical and methodological approaches. Creative abilities are considered not as an innate feature of a person, but as a complex quality that is formed under the influence of targeted education, activity, motivation and a favorable pedagogical environment.

The theoretical foundations of the development of creativity in cadets (future officers) show that this process can be effectively organized on the basis of personality-oriented education, an activity-based approach, problem-based learning, a competency model and developmental education theories. In particular, the specific aspects of military education - discipline, agility, teamwork, preparation for uncertain situations - make the issues of developing creativity even more important.

Therefore, in-depth study of the theoretical foundations of developing creative abilities in cadets and their application in educational practice is an important factor in improving the quality of military education and training modern-thinking and enterprising military specialists.

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