



# CREATIVE PEDAGOGY IN HIGHER MILITARY EDUCATION BASICS OF USE

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**Abstract:** This article highlights that the science of creative pedagogy is one of the priorities of modern pedagogy, as well as the importance of developing creativeness of cadets (person).  
**Key words:** "Creative pedagogy", a series of disciplines, innovative, professional development, ontogenesis, methodological ideas, socio-economic, integration, continuity, inheritance, educational department, stimulus, concrete, observation, original ideas, strategy.

It has not yet been so long since the concept of "creative pedagogy" began to be used in modern pedagogy. However, the need to decide innovative and creative approaches to the teaching process ensured the formation of "Creative Pedagogy" as an independent predecessor among the pedagogical categories of subjects. The basics of this predecessor are methodological ideas of such subjects as pedagogical history, general and professional pedagogy and psychology, methodology for teaching private subjects, teaching technology, and professional ethics. (Galatians 5:22, 23) Jehovah's Witnesses would be pleased to discuss these answers with you.

Professional maturity takes place during the important periods of human ontogenesis, starting with the decision of professional perfection, development ideas (14-17 years old) and the end of professional activities (55-60 years old). The formation and development of an artist depends on the harmony of changes in his inner and outer world, the socio-economic conditions, and the content of activities that prohibit continuity and inheritance from the birth of human ontogenesis to the end of his life.

The pace and coverage of this process depends on biological and social factors, individual activity and creative qualities, as well as existing conditions, vital and professional conditioned events. In modern times, it is forbidden for a teacher to have creative qualities.

Having the creative qualities of military teachers working in the higher military education system will help them to create new ideas that are different from the traditional approach to organizing educational and educational processes, not to think in one mold, not to tolerate uniqueness, initiative, uncertainty. Thus, a teacher with creative qualities will have the experience of taking an artistic approach to organizing his or her professional activities, showing activity in creating ideas that will help new, advanced, cursors develop their academic activities, personal qualities, independent study of advanced pedagogical achievements and experiences, and constant, consistent exchange of views on pedagogical achievements with colleagues.



Literature analysis and methodology. Education system management bodies annually focus on achieving high efficiency in educational institutions. To this end, a curriculum will be developed, and new textbooks will be created. This will help both cursors and officers and teachers to grow professionally. Practical actions create a certain level of desire to achieve achievements in cursors, helping to some extent develop their educational abilities. However, by the end of the academic year, high-level results in cursors in higher military schools are not adequately observed.

Cursors who manage the education system have no desire to study, abandoning the pre-planned of their workshops that such teachers do not want to teach, developing and developing critical, creative thinking in cursors, forcing them to think creatively, develop new ideas, will be a key factor in changing attitudes toward education, and encouraging them to achieve achievements. Creativity is considered to be the deficient factor in training [5].

Results and discussion. To fully understand the overall nature of the process of developing creative qualities in cursors, you first need to understand the meaning of the concept of "creativity." The concept of "creativity" reflects cultural diversity. For Westerners, creativity is generally considered novelty. They focus on the existence of traditionalism, curiosity, imagination, humor, and freedom on the basis of creativity [1].

Oriental, on the contrary, understand creativity as a process of rebirth of goodness. Although westerners and Orientals have different views on creativity, representatives of both cultures highly value these qualities and ownership. Creative thinking, from Patty Drapeau's point of view, is considered, above all, to think in every way about a particular issue.

Comprehensive thinking requires cursors to rely on many ideas in completing their learning assignments, issues, and tasks. In contrast, one-sided thinking represents the basis for the right idea alone. There is no denying one of the one and more inclient thoughts about the issue. Thus, one- and all-round thinking is equally important in shaping creativity. That is, when completing a task, solving the issue, the cursor seeks several options for a solution (multilateral thinking), and then stops at the only correct solution that guarantees the most acceptable outcome (one-sided thinking). Based on the aforementioned ideas, the concept of "creativity" can be interpreted as follows: Creativity (lot., ing. "create " – creation, "creative" – creator, creative) is an individual's creative ability to describe readiness to produce new ideas and to become part of talent as an independent factor [4].

The creativity of an individual is reflected in his thinking, communication, emotions, and certain activities. Creativity describes an individual in a holistic way or its specific characteristics. Creativity is also reflected as an important factor in talent. On the other hand, creativity determines mental sharpness, ensuring that cursors are actively involved in the teaching process.

The problem of improving the creative and creative abilities of cursors in teaching is complex and versatile. Therefore, the development of students' interest and abilities in academic subjects will be an important factor in improving their scientific, theoretical, and practical knowledge [3].



Developing individual creativity qualities is considered a complex process. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in English and English.

Such training intensifies the interest of the cursors and encourages them to take greater action. Creative thinking can be evident in every social sphere. The creativity of the teacher, on the other hand, is reflected in his creative (creative) approach to organizing the professional activities organized by him. In recent years, this situation has been expressed in the concept of "pedagogical creativity." Creative thinking can be evident in every social sphere.

The creativity of the teacher, on the other hand, is reflected in his creative (creative) approach to organizing the professional activities organized by him. In recent years, this situation has been expressed in the concept of "pedagogical creativity." Pedagogical creativity defines a teacher's ability to create new ideas that will help to ensure the effectiveness of the teaching and training process, unlike traditional pedagogical thinking, as well as to promote his or her preparation for solving existing pedagogical problems.

While cursors also have interesting and wonderful ideas due to the lack of officer-teacher creativity qualities, they are slow to express them.

Therefore, the methods used in teaching are determined by the fact that cursors do not serve to develop free, independent thinking skills. Recommended tools and strategies apply to officers and teachers in the development of creativity in cursors and develop interest and aspirations in cursors to study academic subjects. The effective organization of professional activities in these forms by a military teacher will depend on the extent to which his creativity is.

Bring to your eyes an officer-teacher who is skillfully mastering the teaching process and organizing it in a unique and interesting way with enthusiasm and pleasure. Although he does not consider himself a creative person or an artist, he is pleased that he organizes an educational process that demonstrates creativity and uses the methods and methods that allow him to do so, and he also achieves the gratitude of cursors.

The more an officer-teacher uses creative methods and methods in teaching, the greater his or her confidence in himself and his creative, creative abilities.

The abstract. Therefore, "Creative pedagogy" needs to be able to guarantee the following two situations:

1. Attract the attention of cursors who are low-level in academic subjects by officers and teachers and consider their study to be boring to master the basics of science;
2. Recommending strategies and tools for officers and teachers to stimulate creative thinking and creative outcomes in cursors, by doing so, creating opportunities for them to make the most of them in the audience.

"Creative pedagogy" will help future professionals to create the necessary framework for their professional perfection.

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