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Developing Creative Abilities of Future Pre-Conscription Primary Training Teachers through Interactive Pedagogical Methods

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Abstract. *This article examines the role of interactive pedagogical methods in developing the creative abilities of future teachers of pre-conscription primary training. The study highlights the effectiveness of digital educational tools, reflective and collaborative approaches in enhancing visualization, individualization of learning, and the activation of creative thinking. Particular attention is paid to pedagogical methods such as brainstorming, clustering, case study, mind mapping, debate, and problem-based learning, which contribute to the development of independent thinking, problem-solving skills, pedagogical flexibility, and professional reflection. The research emphasizes that the integrated application of these methods transforms students from passive recipients of knowledge into active participants in the educational process, thereby accelerating their personal and professional development. The findings demonstrate that the selected pedagogical approaches serve not only as methodological tools but also as psychological and pedagogical mechanisms that foster innovative thinking, professional competence, and competitiveness of future teachers within the modern educational environment.*

Key words: *creative abilities; interactive teaching methods; pre-conscription primary training; future teachers; brainstorming; case study; mind mapping; problem-based learning; pedagogical reflection.*

Introduction

Digital educational tools expand the possibilities of visualizing the learning process and implementing an individual approach, increase the speed of knowledge acquisition among learners, and stimulate creative thinking. Reflective and collaborative approaches, in turn, develop teachers' skills of reflection, self-analysis of professional activity, teamwork, interpersonal communication, and exchange of ideas. In this way, these methods and technologies emerge as effective mechanisms for shaping creative thinking, openness to innovation, pedagogical flexibility, and professional reflection.

In our view, the integrated application of these approaches contributes to deepening the professional training of future teachers of pre-conscription primary training, adapting them to the needs of the modern education system, and organizing their pedagogical activities more effectively. Thus, these methods and technologies not only activate the learning process but also serve as an important psychological mechanism in the formation of creative pedagogical thinking.

We believe that the pedagogical methods selected for developing the creative abilities of future teachers of pre-conscription primary training are of particular scientific-pedagogical and practical significance. These methods promote the activation of the educational process, expansion of students' creative thinking, development of independent reasoning, effective problem-solving in non-standard situations, and formation of professional competencies.

In particular, the use of project-based learning, problem-based instruction, interactive methods, and modern pedagogical technologies fosters initiative, responsibility, collaborative cooperation, reflective thinking, and pedagogical adaptability among future teachers. These approaches transform learners from passive recipients of knowledge into active participants, thereby accelerating their personal and professional development.

As a result, the selected pedagogical approaches not only enhance the creative potential of future teachers but also contribute to shaping them as competitive specialists with innovative thinking and a high level of professional preparedness in the modern educational environment. Thus, these methods occupy an important place in the professional and personal development of future teachers of pre-conscription primary training and act as one of the key factors in forming and strengthening their creative pedagogical thinking.

Within the framework of our research, the following effective pedagogical methods aimed at developing the creative abilities of future teachers of pre-conscription primary training were selected: “Cluster,” “Case Study,” “Mind Mapping,” “Debate,” “Problem-Based Learning,” and “Brainstorming.” These methods serve to increase teachers’ creative activity in the educational process, broaden their thinking, and deepen their professional competencies (see Figure 2).

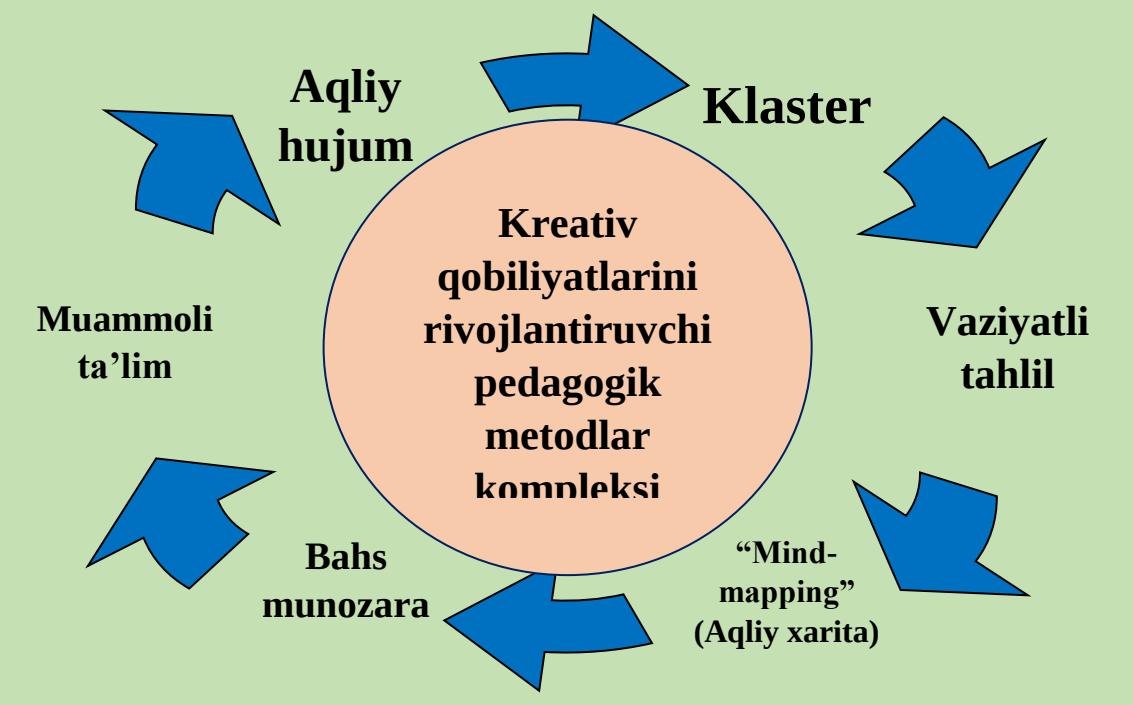

Figure 2. Pedagogical methods selected for developing the creative abilities of future teachers of pre-conscription primary training

Below, we briefly outline the theoretical foundations and practical applications of the methods identified as effective in developing creative abilities in the pre-conscription primary training course.

Brainstorming

Brainstorming is an interactive method based on generating as many ideas as possible within a short period of time. It encourages students to think creatively, move beyond stereotypes, and propose innovative solutions. One of the most important features of this method is that ideas are not immediately evaluated as right or wrong; instead, they are freely expressed and only later analyzed and selected during discussion. This characteristic helps students develop free thinking, quick decision-making skills, creativity, and the ability to compare different perspectives simultaneously.

This method can be effectively applied in the pre-conscription primary training course. For example, when studying the topic “Methods of action in defense situations,” the teacher may present students with various problem scenarios, such as “movement in darkness,” “leaving an enemy-controlled area,” or “finding one’s way in unfamiliar terrain.” Students are required to generate as many ideas

and solutions as possible in a limited time. The teacher records all suggestions, which are later jointly analyzed to identify the most appropriate options.

During brainstorming, it is essential to create a psychologically comfortable environment in which each student can freely express ideas. Criticism or limitation of ideas is strictly prohibited, as the effectiveness of the method lies precisely in encouraging free thinking. At the end of the process, ideas are summarized, their advantages and disadvantages are discussed, and the most effective practical solution is identified.

As a result, the brainstorming method not only develops creative abilities but also fosters teamwork culture, skills of organizing and systematizing ideas, mutual respect, and communication. Therefore, it is considered highly effective and suitable for broad application in education, especially in military-pedagogical training classes.

Cluster

The cluster method is an effective approach that develops students' logical thinking by placing a central concept at the core and systematizing related ideas around it. The essence of this method lies in organizing interconnected sub-concepts in a chain-like structure around the main idea. As a result, students perceive the topic not as a set of isolated facts but as an integrated and interconnected system.

The use of the cluster method serves several pedagogical objectives. First, it enhances independent thinking, deep analysis of topics, and logical organization of ideas. Second, by creating a visual map, the perception process is simplified, facilitating the understanding of complex concepts. Third, it stimulates creative thinking and increases students' interest in discovering new ideas and concepts.

In the pre-conscription primary training course, the cluster method is particularly effective when studying the topic "Psychological preparation for military service." For instance, the teacher may place "psychological stability" at the center, while students identify related concepts such as motivation, patience, discipline, stress resistance, self-control, and determination. Through this process, students gain a broader understanding of the concept and recognize the interrelationships among its components.

Active participation, free expression of ideas, and mutual enrichment of thoughts during cluster construction promote collaboration, communication, and collective decision-making skills. Additionally, using diagrams, graphics, or color coding enhances visual perception and supports long-term retention of the material.

In conclusion, the cluster method is an effective tool for comprehensive understanding of topics, systematization of knowledge, development of analytical thinking, and formation of creative approaches. Its application in military-pedagogical education significantly contributes to strengthening future teachers' professional and psychological preparedness.

Case Study

The case study method involves presenting students with real-life or specially designed situations and guiding them to analyze the problem and find creative and effective solutions. Its main advantage lies in integrating theoretical knowledge with practice and developing decision-making and responsibility in complex situations.

This method develops critical and systemic thinking, teamwork, and creativity. For example, in the topic "Evacuation of civilians in emergency situations," students are divided into groups and provided with a scenario requiring risk assessment, planning evacuation procedures, and utilizing available resources such as transportation, communication tools, and personnel. Each group presents its solution, and the most effective option is selected through collective discussion.

Thus, the case study method enlivens the educational process, engages students as active participants, and prepares them for real-life challenges. Its application in pre-conscription primary training is particularly valuable for developing independent thinking, responsibility, and practical skills.

Mind Mapping

Mind mapping, developed by British psychologist Tony Buzan, is a method aimed at activating visual thinking. It represents ideas in a non-linear, associative structure, enabling students to graphically organize their thoughts around a central concept with branching main and secondary ideas. This method clarifies logical relationships, enhances memory, and supports analytical, creative, and systematic thinking.

Future teachers of pre-conscription primary training can effectively use mind maps in lesson planning, organizing instructional materials, and analyzing student activities. The method allows them to visualize complex pedagogical relationships, articulate ideas clearly, and cultivate innovative thinking.

Debate

Debate is one of the most effective methods for developing critical and logical thinking. It teaches students to express opinions clearly, defend arguments with evidence, and objectively consider opposing viewpoints. For instance, debating the topic "Is military discipline an obligation or a conscious necessity?" helps students practice argumentation, critical analysis, and respectful discussion.

As a result, debate not only enhances knowledge and thinking skills but also prepares students for confident communication and decision-making in social, professional, and life situations, especially in military-oriented education.

Problem-Based Learning

Problem-based learning involves creating problem situations and guiding students to solve them independently based on existing knowledge and experience. This approach encourages active learning, creative thinking, teamwork, and effective decision-making in unexpected situations, which is especially important in pre-conscription primary training.

Overall conclusion:

The integrated use of interactive methods—brainstorming, clustering, case study, mind mapping, debate, and problem-based learning—plays a significant role in developing creative thinking, independent decision-making, collaboration, and pedagogical reflection among future teachers of pre-conscription primary training. These methods transform education into a learner-centered, activity-oriented, and creativity-driven environment, fostering innovative, competitive, and professionally competent educators capable of meeting modern educational demands.

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