daha səmərəli, şagirdlərimiz isə XXI əsrin tələblərinə cavab verən bacarıqlarla silahlanmış olacaqdır.

ƏDƏBİYYAT/REFERENCES

1. Abdurazaqov, R., Məmmədova, S. (2022). Fizika dərsində interaktiv "keys" metodunun tətbiqi metodikası /"Azərbaycan məktəbi". – №1 (698), –74-82 ..
2. Ağayeva, A.C. (2022). Ali pedaqoji təhsil müəssisələrində interaktiv seminarlardan istifadənin mahiyyəti / "Bakı Qızlar Universiteti Elmi əsərləri". –13(3), – 62-67 p.
3. Azərbaycan Respublikası Təhsil Nazirliyi (2013). Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası / "Kurikulum". – №4, –103-113 s.
4. Bağırova, F. F. (2022). İnteraktiv təlimin əsasları və tətbiq yollarına dair /"Qədim Diyar". – 5(10), –31-34 s.
5. Bayramov, E.N., Həsənova, P.Ə. (2021) Təhsildə innovativ təlim metodları: "Fishbone" metodu /Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərləri. – 88(4), – 35-39 s.
6. İbrahimov, F.N., Hüseynzadə, R.L. (2018). Pedaqogika − Bakı: "Mütərcim"− 384 s.
7. Məmmədova, İ., Həsənova, G. (2019). Ənənəvi və interaktiv təlim metodları – üstünlüklər və çatışmazlıqlar: müqayisəli təhlil /Məktəbəqədər və ibtidai təhsil. – 4(229), – 19-28 s.
8. Paşayeva, M.N. (2023). Biologiyanın tədrisində interaktiv təlim metodlarından istifadənin imkanları və yolları. Monoqrafiya. − Bakı: "Mütərcim". – 142 s.

Məqalə tarixçəsi
Daxil olub *06.03.2026*
Qəbul edilib *19.03.2026*
Nəşrə tövsiyə edib *Nazilə Abdullazadə*
pedaqogika üzrə fəlsəfə doktoru, dosent

https://doi.org/10.30546/114578.2026.3015.241

THE ESSENCE AND STRUCTURE OF PEDAGOGICAL ACTIVITY IN THE MILITARY INSTITUTIONS

Munavvar Mammadova[1], Aida Quliyeva[2]
ph. doctor, assoc. professor[1], senior teacher[2]
Military Institute named after Heydar Aliyev
https://ORCID.org/0009-0006-1635-1333
https://ORCID.org/0009-0002-2633-7827
minavarmammadova@gmail.com[1] , aidaquliyeva1970@gmail.com[2]

Abstrakt

The main goal of education is to form the growing young generation as a comprehensive personality, that is, a person who can meet the requirements of modern life. In this sense, there is a great need for teachers who have mastered the intricacies of their profession. A teacher is not only a transmitter of knowledge, he also demonstrates the ability to instill result-oriented skills in the learners he trains. The article examines the issue of developing creative thinking, which is of great importance in developing result-oriented skills in cadets. Here, information is provided about the types of thinking and the factors that shape thinking are analyzed.

Key words: critical thinking, systematic thinking, analogical thinking, creative thinking.

HƏRBİ TƏHSİL MÜƏSSİSƏLƏRİNDƏ PEDAQOJİ FƏALİYYƏTİN MAHİYYƏTİ VƏ STRUKTURU

Münəvvər Məmmədova, Aida Quliyeva
Heydər Əliyev adına Hərbi İnstitut

Xülasə

Təhsilin əsas məqsədi böyüməkdə olan gənc nəsli hərtərəfli şəxsiyyət, yəni müasir həyatın tələblərinə cavab verə bilən bir insan kimi formalaşdırmaqdır. Bu mənada peşəsinin incəliklərini mənimsəmiş müəllimlərə böyük ehtiyac var. Müəllim təkcə bilik ötürücüsü deyil, həm də hazırladığı tələbələrə nəticəyönümlü bacarıqlar aşılamaq bacarığını nümayiş etdirir. Məqalədə kursantlarda nəticəyönümlü bacarıqların inkişafında böyük əhəmiyyət kəsb edən

yaradıcı düşüncənin inkişaf etdirilməsi məsələsi araşdırılır. Burada düşüncə növləri və düşüncəni formalaşdıran amillər haqqında məlumat verilir.

Açar sözlər: tənqidi düşüncə, sistemli düşüncə, analoq düşüncə, yaradıcı düşüncə.

СУЩНОСТЬ И СТРУКТУРА ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ВОЕННЫХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Мунаввар Мамедова, Аида Кулиева
Военный институт имени Гейдара Алиева

Резюме

Главная цель образования – формирование у подрастающей молодежи всесторонней личности, то есть человека, способного отвечать требованиям современной жизни. В этом смысле существует большая потребность в преподавателях, овладевших тонкостями своей профессии. Преподаватель – это не только передатчик знаний, он также демонстрирует способность прививать обучающимся навыки, ориентированные на результат. В статье рассматривается вопрос развития творческого мышления, имеющего большое значение для формирования у курсантов навыков, ориентированных на результат. Здесь представлена информация о типах мышления и проанализированы факторы, формирующие мышление.

Ключевые слова: критическое мышление, системное мышление, аналоговое мышление, творческое мышление.

Introduction

Recently, qualitative reforms in the education system of Azerbaijan have seriously affected the content and structure of education. The standard of living of the population in each country is measured by its scientific and intellectual potential. Against the backdrop of dynamic changes, the higher education system is gradually integrating into advanced European and world practice. In order to bring Azerbaijani education into line with international standards, it has begun active cooperation with international organizations. In 1998, a loan agreement was signed between the World Bank's International Development Association and the Azerbaijani government on the implementation of educational reforms. By the presidential decree, the first stage of cooperation on educational reforms took on a new form in terms of content and essence.

Responsibility of military educational institutions

Unlike other higher education institutions, teachers working in military educational institutions have greater responsibility. They are responsible for training officers with both comprehensive knowledge and high moral qualities in the future. The professional formation of cadet officers, as well as their contribution to society as patriotic, moral and intellectual young people, depends on the pedagogical activity of teachers.

Teachers, who are one of the main figures of pedagogical activity, perform the responsible work of educating the younger generation. Pedagogical activity arises from demand and is formed by meeting demand. In the process of pedagogical activity, the teacher's personality is formed, enriched and developed.

In other words, it is understood as professional activity aimed at the implementation of the process of training, upbringing, development, including the formation of the personality of learners. The structure of pedagogical activity is made up of the following aspects.

1. The purpose of pedagogical activity in military institutions is to educate citizens who are useful for this society, comprehensively, harmoniously developed.

2. The subject of pedagogical activity is considered to be a teacher who gives knowledge, educates, gives direction, a learner who acquires knowledge, skills, researches, conducts research, is educated.

4. By means of pedagogical activity, we mean the forms of training and education, the methods used, rules, etc.

5. The results of pedagogical activity are a process that appears relatively late. This can be distinguished by conducting various checks and comparisons at the end of the academic year. The formation of high qualities of learners belongs to this [1]

Pedagogical activity is complex and multifaceted. Depending on the tasks ahead, there are types of pedagogical activity: teaching, upbringing, organizing, campaigning, self-education, etc. Each of them has a certain structure

The essence and structure of pedagogical activity

The teacher, as the main figure of pedagogical activity, plays an important role in the upbringing of the younger generation. This activity arises from the need and is formed by satisfying the needs. In the process, the teacher's personality is enriched and develops.

The structure of pedagogical activity includes the following aspects: [Jafarov, 2010].

1. Goal − to educate citizens and military specialists who are useful to society, comprehensively, harmoniously developed.

2. Subject − a teacher who gives knowledge, guides, and a learner who acquires knowledge, conducts research, and is educated.

3. Means − forms, methods and rules of education.

4. Results − a long-term process, mainly revealed through checks and comparisons at the end of the academic year.

Pedagogical activity is complex and multifaceted [Ahmadov, 2024]. Depending on the tasks set, there are forms of teaching, upbringing, organization, agitation, self-development and others.

Teachers are the main figures of pedagogical activity who help instill in learners the factors that shape thinking and give them direction. Let's take a look at what factors teachers working in military educational institutions use to develop the thinking of cadets.

Main part:

Factors that shape thinking.

The topic of “Thinking styles that shape thinking” is a very interesting topic to study how people’s thinking styles shape their thought structures, decision-making processes, and lifestyles. In this project, it is useful to mainly examine the types of thinking styles and how each style affects thinking. Let’s review the topic in terms of its main aspects:

Analytical thinking style

• Description: Analytical thinking style is a way of thinking that focuses on structuring information, deeply analyzing problems, and drawing logical conclusions.

• Impact on Thinking: This thinking style allows a person to carefully consider details and analyze them deeply. Analytical thinkers usually make decisions by breaking down problems into parts and analyzing them objectively.

• Example: Scientific research, engineering, and research work require analytical thinking. This type of thinking supports logical thinking.

Creative Thinking

Description: Creative thinking involves looking for different and innovative approaches that go beyond traditional thinking. Here, imagination and creativity are more important than logic.

Thinking Effect: Creative thinking allows a person to approach problems from a different perspective and find new solutions. This style leads to a person being more open-minded and ready for innovations.

Example: People working in the fields of art, writing, and advertising use creative thinking a lot.

Critical Thinking

Description: Critical thinking is the process of objectively evaluating information, ideas, and events, questioning their truth, validity, and meaning.

Thinking Effect: This style of thinking helps a person analyze and analyze information instead of blindly believing every idea. People with critical thinking evaluate information from different perspectives, approach it with skepticism, and think more deeply.

Example: Academic researchers, journalists, and lawyers use critical thinking.

Empathic Thinking

Description: Empathic thinking is understanding and respecting the feelings and thoughts of others.

Thinking Effect: Empathic thinking shifts thinking in a more humane direction, helping us to better understand others and see the world from their perspective. Example: Psychologists, social workers, and teachers emphasize empathic thinking.

Practical Thinking -description: Practical thinking is a way of thinking that focuses on real-life problems and is results-oriented.

Thinking Effect: Practical thinking helps us find solutions to problems more quickly and focuses on goals in the thinking process. Example: businesspeople, managers, and leaders often use practical thinking.

Future-oriented thinking helps us find solutions to problems more quickly and focuses on goals in the thinking process

During training, students are often told in the classroom: “Think logically”, “Use logic”, “Approach the issue critically”, “Try to find an alternative way”. For example, when writing an essay, the student is instructed to collect arguments, use them appropriately, and express ideas consistently and reasonably. These tasks develop thinking in them.

So what is thinking? Thinking is a person's cognitive (perceptual) activity, a thinking process. During cognitive activity, a person's ideas, thoughts, and mental representations are formed or used. Thinking is a psychological process

that occurs in the brain that helps a person form psychological associations and various models.

Thinking comes into play the moment a person starts thinking. Thinking is formed and developed during activities such as searching for information, processing it, grouping and generalizing these ideas to express them to others orally and in writing, etc. Being able to think effectively is a skill in itself. The ability to think effectively should be formed in a student during classes.

What does a student do who thinks effectively :

- formulate and express their ideas
- planning their ideas understandable to everyone
- organize their speech correctly (using facts, examples, justifications)
- draw correct conclusions
- analyze events correctly
- determine where and how to obtain information
- use information purposefully
- determine the relevance of the transmitted information to the audience
- form a personal opinion, transfer it to someone else
- make judgments
- justify their ideas
- take a divergent or convergent approach to problem solving, etc.

Forms of thinking:

Inductive thinking (induction). Induction is looking at examples and combining them under one principle, that is, moving from examples to a general principle (from specific to general). Generalizing and drawing conclusions is an indicator of this thinking. The examples cited and used must be correct and appropriate so that the generalizations made are correct.

Deductive thinking (deduction). It is a thought process aimed at deriving specific examples from a general concept, principle, rule, or approach. Any rule is given and examples are determined based on the result obtained. In order for the conclusions drawn to be correct, the principles that form them must also be correct, and this rule is taken as a basis when solving an addition example. For example:

• In a mathematics lesson, students first learn that the sum does not change when the place of the addends is changed - a+b=b+a.

• All suffixes with 2 and 4 variants are national suffixes. Case suffixes of nouns have 2 and 4 variants. Therefore, case suffixes of nouns are national suffixes.

Sequential thinking. It reflects step-by-step, phased thinking. It reflects how any event continues, finding a cause-and-effect relationship, conditions, and justification. A student who is able to think sequentially is able to progress step by step, after completing one step, he moves on to another, because these steps are interconnected. For example:

• A student conducting research should know that first it is necessary to collect information from many different sources, then process, generalize, group, analyze, and evaluate the information.

Verbal thinking. It is the ability to express thoughts and ideas. When speaking, the student directs his thoughts, then this process takes a more complex form and turns into inner speech. But at the initial stage, this process should be done out loud (thinking out loud). During verbal thinking, a person "hears" himself, so his thoughts seem to be clearer [Hajiyev, 2015].

Nonverbal thinking. This is the ability to rely on visual (visual) judgment when processing any information, solving a problem. It is also the ability to correctly perceive information given nonverbally. Nonverbal thinking in education helps in understanding various concepts, solving problems, and programming in many subjects, for example, physics, mathematics, computer science, etc. What skills are formed in those who are able to think nonverbally?

• Being able to see and plan the results (the basis of making predictions)
• Creating any picture, sculpture, model, etc.
• Working with a map, using a compass correctly
• Reading and drawing diagrams, schemes, tables
• Using drawings correctly, etc.

Systemic thinking. It is the ability to analyze, divide, correctly distribute, and further improve the concepts, concepts, and ideas that surround us. For example, the correct division of time can be an example of systematic thinking. Systemic thinking serves to understand the influence of the surrounding environment on each other. For this, it is necessary to explain to students what a system is and to teach them to look at the environment as a system. By developing systematic thinking in students, teachers can turn the academic knowledge gained in each subject into skills and habits, and can also form

applications in life. Systemic thinking also helps to form creative thinking. For example:

• Water pollution results in harm to marine life. The level of toxic substances in the body of living beings increases, which has a negative effect on humans when people eat seafood. Or living beings are destroyed in the process of water pollution, which in turn leads to a disruption of the ecological balance. All this has a serious negative effect on human life.

Analogical thinking. It is a thinking skill that serves to determine the similarities between two or more events, concepts, systems, etc. After finding similarities between two or more objects, one can use the information obtained from one object to make judgments, draw conclusions, and gain knowledge about the other object. This way of thinking can be used to create various innovations (preparation of projects), to form the ability to compare, etc. For example:

• A child can apply the knowledge necessary to play the piano to other keyboard (tongue) instruments.

Thinking styles that shape thinking

People's thinking styles shape their thinking, decision-making processes, and lifestyles. The main types are:

Analytical thinking – the ability to structure information, break down problems into parts, and draw logical conclusions.

• Creative thinking – the ability to find new solutions by going beyond the traditional approach.

• Critical thinking – analyzing the accuracy and reliability of information.

• Empathetic thinking – understanding and respecting the feelings and opinions of others.

• Practical thinking – focusing on results-oriented solutions to real problems.

• Future-oriented thinking – developing long-term planning and a strategic approach.

Forms of thinking formation. Thinking develops through various forms of thinking:

• Inductive thinking – coming to a general conclusion from specific facts.

• Deductive thinking – drawing specific conclusions from general principles.