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CULTURAL AND SPIRITUAL VALUES OF EDUCATION OF FUTURE TEACHERS: AN INTERDISCIPLINARY APPROACH

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The article reveals the problem of preparing future teachers from the standpoint of axiological and humanistic approaches, which define education as an effective means of reviving national culture helping to foster socialization, self-organization, and personal responsibility; to lay the basics for would-be teachers to become guarantors of the civil world; to restore morality, social protection, and childhood protection; to show the way of becoming an open and democratic society.

The areas of improvement of higher pedagogical education in the context of cultural and spiritual values of education are identified, which also include the education of a humanist teacher, professional, researcher, a citizen capable of effectively solving the tasks of teaching and educating schoolchildren in all areas of the educational system.

Based on an interdisciplinary approach, the educational functions of pedagogical education and raising the status of education are determined. They include mastering the values of moral, civic, and spiritual culture of society and humanity, developing one's own attitude toward them; developing a value-meaningful attitude toward the teaching profession, and the actualization of the need to create oneself as a teacher and as a person; mastering pedagogical values, ideas as a part of humanitarian culture and universal human values and formation of a pedagogical worldview; forming civic positions of the individual, experience of protecting one's rights and compliance with the laws of a democratic society; developing intellectual and personal potential of students, their abilities and interests; developing spiritual and moral freedom of the individual, the ability to build one's life according to the laws of humanity.

It is concluded that the cultural and spiritual values of the teacher, which act as mechanisms of education, define a humanistic position towards children, a positive attitude towards pedagogical activity, the need for personal and professional self-realization, spiritual and moral needs (the search for the meaning of life, mercy, the ability to help people), and the ability to work in dialogue forms.

Keywords: *cultural and spiritual values, education, future teacher, value-meaning orientation, pedagogical education.*

Statement of the problem in general terms and its connection with important scientific and practical problems. Pedagogical science and practice determine a new attitude to the problems of educating the younger generation. In studies related to the search for humanistic, spiritual foundations of education, the idea is affirmed that education is designed to actualize its humanitarian functions, answer the essential questions of life about its meaning and purpose, and be a breeding ground for the spiritual and moral development of the individual. Education should become a means of reviving national culture, help change the social character of people in the direction of self-organization and personal responsibility, be a guarantor of civil peace, restoration of morality, social protection and child protection, show the path to the formation of an open, democratic society (Шевченко, 2015).

Analysis of the latest research and publications in which the solution to this problem was initiated, and on which the author relies. Currently, directions for improving higher pedagogical education have been determined, including the education of a humanist teacher, professional, researcher, citizen, capable of effectively solving the problems of teaching and educating schoolchildren at all levels of the educational system (Статінова, 2011). The most important goal of educating future teachers at a pedagogical university is the humanistic values of the teacher, reflecting the idea of existence in the profession and serving as the main criterion of their attitude towards children, the world, life phenomena, and colleagues. The education of future teachers is the systematic filling of all components of the educational system of a pedagogical university with value-semantic, spiritual-moral and highly cultural content (Стрельчук, 2011).

These provisions demonstrate the transition to a new personal paradigm of education as the leading trend of modern education and, in general, the pedagogical consciousness of society in the 21st century. A change in paradigms acts as a natural ascent to a more holistic understanding of the very phenomenon of education, the structure of which should include axiological, active and creative experience, the experience of a person's own spiritual and personal self-

organization, associated with their fulfillment of meaning-seeking, reflexive, self-evaluative, life-prognostic and other functions (Шевченко, 2012).

The most important ways and methods of education in the context of cultural and spiritual values are educational training, persuasion and clarification, personal example of the teacher and elders, encouragement and punishment, reasonable organization of work and rest, exchange of opinions between the student and the teacher on moral issues. According to modern scientists V. Andrushchenko, I. Zyazyun, M. Yevtukh, M. Boryshevsky, I. Zagarnytska, V. Zhukovsky, V. Lugovoi, E. Pomytkin, this situation makes it possible to outline a number of contradictions: between the objective need of society for active creative individuals with a developed system of spiritual and moral orientations, capable of spiritual and practical activity and the transmission of spiritual values, ideals, and the insufficient development of specific ways of forming the spirituality of the future specialist in the process of their professional training; between the axiological potential of each of the professional disciplines in the formation of students' spirituality and the "predominance" in the educational process of the knowledge component of the content of higher education; between the aggravation of the need for educational practice in the scientific and methodological provision of the formation of the student's spiritual culture and the lack of thorough research on this issue.

Highlighting the previously unsolved parts of the general problem, to which the article is devoted. In a changed social situation, a person strives to develop and accept such values and life guidelines that would allow him to find their place in various systems of interaction and self-determination. Formed in the individual experience of the subject, personal values reflect not so much the dynamic aspects of the individual experience itself, but rather the invariant aspects of the social and universal experience appropriated by the individual.

The values that form the axiological aspect of the pedagogical consciousness of the future teacher are the values associated with the individual's affirmation of their role in the socio-professional sphere, oriented towards the self-development of creative individuality in professional activities, allowing for self-realization in professional and personal development, satisfying the need for productive humanistic interaction and communication with students and colleagues (Статінова, 2011).

The purpose of the article is to consider the cultural and spiritual values of education from the position of an interdisciplinary approach and to determine the updated functions of education of future teachers.

Presentation of the main material of the study with a full justification of the obtained results. In a changed social situation, a person strives to develop and accept such values and life guidelines that would allow him to find their place in

various systems of interaction and self-determination. Formed in the individual experience of the subject, personal values reflect not so much the dynamic aspects of the individual experience itself, but rather the invariant aspects of the social and universal experience appropriated by the individual (Дубасенюк, 2014).

The values that form the axiological aspect of the pedagogical consciousness of the future teacher are the values associated with the individual's affirmation of their role in the socio-professional sphere, oriented towards the self-development of creative individuality in professional activities, allowing for self-realization in professional and personal development, satisfying the need for productive humanistic interaction and communication with students and colleagues, etc.

The process of educating students is based on the principles of humanistic orientation, cultural conformity, environmental conformity, and the effectiveness of social interaction. The principle of humanistic orientation of education presupposes the attitude of faculty and university staff towards students as responsible subjects of their own development, as well as an interaction strategy based on partnership and mutual respect. The principle of cultural conformity of education assumes that it is based on universal human values, built in accordance with the norms of universal and national culture, regional traditions of training specialists in the field of education. The principle of natural conformity of education assumes that it is based on a scientific understanding of the relationship between natural and sociocultural processes. The principle of the effectiveness of social interaction presupposes the formation of skills of social adaptation and self-realization of students (Бех, 2006).

The implementation of these principles requires strengthening the educational functions of teacher education and increasing the status of education, which implies:

- mastering the values of the moral, civil, spiritual culture of society, humanity, developing one's attitude towards them;
- development of a value-semantic attitude towards the teaching profession and actualization of the need to create oneself as a teacher and as a person;
- mastering pedagogical values, ideas as part of humanitarian culture and universal human values and the formation of a pedagogical worldview;
- formation of civil positions of the individual, experience in protecting their rights and compliance with the laws of a democratic society;
- development of the intellectual and personal potential of students, their abilities and interests;
- development of spiritual and moral freedom of the individual, the ability to build one's life according to the laws of humanity;
- nurturing the need for a healthy lifestyle, strengthening mental and emotional health.

In this regard, it is important for the future teacher to know himself well in the infinite number of self-manifestations, because the more facets the teacher sees in himself, the more opportunities he has to communicate with an equally large number of facets of the child (Дубасенюк, 2014).

Considering the educational process of a university as a complex system, including as the main components the content of training, the educational and formative activities of teachers and the educational and cognitive activities of students, scientists identify specific problems of the training process at a university (variety of disciplines studied, intensive academic schedule, lack of regular monitoring by teachers, a large share of independent work, a variety of contacts in communication and interaction, a discrepancy between the general goals and objectives of education and the individual interests of students), which, on the one hand, can be considered as difficulties of an objective and subjective nature, and on the other hand, act as a means of educating the personality of the future teacher (Сіданіч, 2013).

In our experience of educating students, the educational potential of pedagogical disciplines is widely used.

The following goals are determined for the study of pedagogical disciplines:

- introduction to pedagogy as an area of search, deep and comprehensive understanding of pedagogical theory and practice in the context of humanistic ideas of the past, present and future, domestic and foreign experience;
- strengthening the value-semantic aspects of pedagogical disciplines as guidelines for future pedagogical activity (the values of a child's life and health, their spiritual, moral and civic formation; individual creative development, etc.);
- creation of a sociocultural educational environment aimed at mastering cultural values, creative self-expression, self-actualization of students, mastering social experience, skills of making vital decisions, self-determination;
- activation of the processes of self-education, self-education, self-creation as a future teacher based on the values of humanitarian culture;
- development of the creative potential of the individual, focused on the self-development of creative individuality in teaching activities.
- democratization of relations between students and teachers, humanization of their communication style; expansion of student self-government, development of initiative, increase in social activity.

Together with the students, we identified the value-semantic, worldview aspects of pedagogical courses based on highlighting the ideas of humanistic pedagogy, i.e., the teacher is the high mission of creating personality, affirming a human in a human. A new type of teacher is characterized by high civic responsibility and social activity; love for children, the need and ability to give them your heart; genuine intelligence, spiritual culture. The content of a

sustainable humane attitude towards people is determined by the individual's needs for love, emotional contact, the well-being of another, creative self-affirmation, and self-esteem (Помиткін, 2006).

The ideas and provisions of humanistic pedagogy perform the function of integration in the content of all pedagogical disciplines and are the "building" material that determines the development of the humanistic position of future teachers. The pedagogical values of the teacher, acting as educational mechanisms, are defined as a humanistic position towards children, a positive attitude towards teaching activities, the need for personal and professional self-realization, spiritual and moral needs (search for the meaning of life, mercy, the ability to help people), the ability to work in dialogical forms, etc. Students carry out pedagogical projects, the content of which is the development of specific lessons on pedagogy, e.g., "Personality of a humanist teacher", "Style of teacher-student relationship", "I am a modern teacher", etc.

In the process of preparing and defending projects, students are invited to develop an individual trajectory for their professional and personal development, and to do this, conduct self-diagnosis. The purpose of self-diagnosis is deepening students' understanding of their character traits, needs, motives, abilities; awareness of professional inclinations, interests and abilities; motivation for self-knowledge, self-determination, self-development. Students' attention is directed to structuring the image of "I am a teacher", to choosing means of self-development, self-actualization, and self-determination. Students transfer these "procedures" of professional and personal self-determination into student education projects, into the sphere of organizing educational projects at school (Загарницька, 2008).

The organization of such experience in teacher education makes it possible to identify the conditions that determine the effectiveness of the implementation of the educational functions of studying pedagogical disciplines in the preparation of future teachers:

- strengthening the value-semantic aspects of the content of pedagogical education, the specificity of which is expressed in the assimilation of humanistic ideas, which should give the future teacher systematic knowledge about the humanistic orientation of modern education;

- actualization of personal meanings of education, development and self-development in the pedagogical process of the university; activation of independent search activity through the inclusion of students in research activities in its various forms;

- organization of independent, search and creative activity of students in terms of solving problems related to both raising children in modern conditions and their professional and personal development;

- pedagogical stimulation of students' activities in order to increase motivation for self-study, self-reflection, and development of self-regulation skills, which helps to strengthen the educational functions of pedagogical disciplines and increase the effectiveness of professional and personal training of future teachers;

- realization of the personal potential of future teachers, implying changes in the value and semantic structures of the professional self-awareness of the individual;

- actualization of the need for personal self-development, ensuring creative self-realization in the future profession.

The education of future teachers is determined by the following indicators: attitude towards children: attitude towards the child as the main value, interest in the child's life, mercy, kindness towards children, desire to protect and protect childhood, ability to interact productively; attitude towards the profession: interest in the teaching profession, the need to work with children, motivation to acquire a profession and improve in it, conviction in the need to transmit moral values, acceptance of professional values, assessment of the social status of the profession; attitude towards others: interest in people, empathy, tolerance, understanding the value of human life, stimulating the activity and independence of other people's actions; attitude towards society: interest in the life of society, motivation for participation in social and pedagogical activities, social activity, acceptance of socially recognized values; attitude towards oneself: interest in oneself as a value, self-acceptance, assessment of one's abilities, self-regulation of behavior, reflection.

It can be concluded that the system-forming result of educating students at a pedagogical university are the values and meanings of the personal and professional development of the future teacher, namely, moral and civic position towards children, self-affirmation in the profession, high professionalism, pedagogical creativity and one's own pedagogical style.

Conclusions. Thus, one of the priority areas of fundamental scientific research in the system of lifelong education is the reproduction of a person's spiritual, moral and intellectual potential, nurturing their initiative, responsibility, mobility, independence, and ability to identify. The education of future teachers, the formation of cultural and spiritual values in them contributes to the development of their professionally significant qualities in the educational process of the university is interpreted as a pedagogically organized interaction of participants in the educational process (teacher, student), aimed at the development of value-motivational, cognitive, activity-based and reflexive-assessment spheres of the personality of the future teacher in order to prepare for professional teaching activities.

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КУЛЬТУРНО-ДУХОВНІ ЦІННОСТІ ВИХОВАННЯ МАЙБУТНЬОГО ПЕДАГОГА: МІЖДИСЦИПЛІНАРНИЙ ПІДХІД

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В статті розкривається проблема формування майбутніх педагогів з позицій аксіологічного та гуманістичного підходів, які визначають виховання дієвим засобом відродження національної культури, сприяння соціалізації, самоорганізації та особистої відповідальності; закладають основи для майбутніх педагогів бути гарантами громадянського миру, відновлення моральності, соціального захисту та охорони дитинства, демонструвати шлях до відкритого, демократичного суспільства.

Визначено напрями вдосконалення вищої педагогічної освіти в контексті культурно-духовних цінностей виховання, серед яких – виховання педагога-гуманіста, професіонала, дослідника, громадянина, здатного до ефективного вирішення завдань навчання та виховання учнів у всіх ланках освітньої системи.

На основі міждисциплінарного підходу визначено виховні функції педагогічної освіти та підвищення статусу виховання, що передбачає: освоєння цінностей моральної, громадянської, духовної культури суспільства, людства, вироблення власного ставлення до них; розвиток ціннісно-смыслового ставлення до професії педагога та актуалізація потреби створити себе як педагога й як особистість; освоєння педагогічних цінностей, ідей як частини гуманітарної культури, загальнолюдських цінностей та формування педагогічного світогляду; формування громадянських позицій особистості, досвіду захисту своїх прав та дотримання законів демократичного суспільства; розвиток інтелектуально-особистісного потенціалу студентів, їх здібностей та інтересів; розвиток духовно-моральної свободи особистості, здатності будувати власне життя за законами гуманності.

У висновку підкреслюється, що культурно-духовні цінності педагога, які виступають механізмами виховання, визначають гуманістичну позицію по відношенню до дітей, позитивне ставлення до педагогічної діяльності, потребу в особистій та професійній самореалізації, духовно-моральні потреби (пошук сенсу життя, милосердя, здатність допомагати людям), здатність працювати в діалогових формах.

Ключові слова: культурно-духовні цінності, виховання, майбутній педагог, ціннісно-смыслові орієнтири, педагогічна освіта.

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