FORMATION of SPIRITUAL VALUES of FUTURE TEACHERS of BIOLOGY and FUNDAMENTALS of HEALTH DURING EDUCATION at an INSTITUTION of HIGHER EDUCATION

Mekhed Olha Borysivna
doctor of pedagogical sciences, professor, head of the biology department Chernihiv Collegium National University named after T.G. Shevchenko, Chernihiv, Ukraine

The article examines the actual problem of spiritual values formation among future teachers of biology and the basics of health during their training in institutions of higher education. The main emphasis is placed on how educational institutes can contribute to the development of personal qualities, moral values and professional competences of future teachers. The article analyzes various approaches and methods used in the educational process in order to educate students in tolerance, responsibility, culture of thinking and ethical principles. In particular, the methods of active learning, interactive forms of work, application of game technologies and pedagogical innovations for the formation of these values among students are considered. The article also sheds light on the role of teachers in this process and their interaction with students to stimulate their self-development and inner growth. The importance of a positive pedagogical example and relationships in the educational environment for the successful formation of spiritual values is emphasized. The use of a systemic approach in the process of training future teachers of biology and the basics of health to perform the functions of education for the purpose of forming spiritual values meant analyzing this process as a dynamic system that is part of the system of professional training of future biologists. The use of a systemic approach contributed to the creation of a holistic training model, the identification of its components and their interrelationships, as well as the identification of the main factors and conditions of functioning in changing environmental conditions and the implementation of purposeful and systematic correction. The systematic approach, which is one of the universal ones in pedagogical research, made it possible to obtain a coherent and integrated view of the studied phenomenon. The use of a synergistic approach in the training of future biology teachers made it possible to formulate the strategic goals of their training to fulfill the functions of education for spiritual development in accordance with the tasks of social progress. The creation of spiritual and moral values in young people is the most important task of any educational institution. Modern Ukraine needs a strong potential of highly spiritual youth who could actively benefit our state. Changes in various spheres of society are directly related to the spiritual culture and values of each individual. The direction of a person’s activity depends on interests, needs, motives and the importance of values. A holistic understanding of the world, culture and man is possible thanks to freedom from the limitations of objectivity, immersion of aspects of pedagogical activity in the essence and cultural context. The requirements of educational standards for future teachers should reflect the socio-cultural modern pedagogical construction aimed at adequately
reflecting the new picture of the world with its fundamental principles of anthropocentrism, humanism and the variability of socio-historical perspectives. It is necessary to understand that the high level of pedagogical knowledge and the development of the system of professional qualities are key factors of the professionalism and mastery of the teacher. However, the professional formation of the future teacher should be considered in the context of his personal development.

**Keywords:** spiritual values, upbringing, future teachers, education, professional training, biology, basics of health, higher education.

Ukraine is implementing new approaches to education based on the principles of humanization, humanitarism, and the promotion of universal values. The emphasis is on educating future citizens as morally and spiritually developed individuals. Currently, the problem of forming a future generation that would have a high level of morality, spirituality and culture is particularly important.

The State Program “Education for the 21st Century” defines strategic steps in reforming the upbringing system, focusing on the development of humanistic cultural consciousness and the mastery of universal values. Particular attention is paid to the realization of socially important aspects of national and world culture and the desire to multiply them.

Relevance. Society is particularly concerned about the lack of spirituality and morality among young people, as well as manifestations of social apathy and consumer ideology. This problem is particularly urgent because adolescence is a period of active formation of character, moral and spiritual foundations, and life values. Therefore, finding ways to overcome these challenges is of national importance.

Since the main task of educational activity in general secondary education is to form a nationally conscious and spiritually rich citizen, the problem of forming spiritual and moral values in future teachers in the process of their professional training is of particular relevance. The current challenges of the country’s socio-economic and political development, namely the decline in living standards, lack of social security, and other factors, have caused spiritual degradation among young people. This stimulates the need for active education of individuals who are able to withstand the challenges of our time, such as economic difficulties and moral disorientation [1].

The analysis of information sources and features of the educational process in pedagogical institutions of higher education allows us to state the insufficient development of the system of pedagogical management of the development of spiritual values and the contradictions between the theoretically outlined goal of forming a holistic personality of a professional and the preservation of the subject-centered model of vocational education in practice. The identification of these contradictions actualizes the problem of theoretical and methodological support of the system of student education in a pedagogical university as a factor in the formation of the spiritual culture of the personal and pedagogical culture of a future specialist teacher. The problem of holistic cognition of personality is reflected in the scientific work of I. D. Bekh, A. M. Leontiev, B. F. Lomov, V. M. Myasishchev, K. K. Platonov, L. P. Stankevich, V. I. Shinkaruk.


Understanding the new goals, principles and content of education at all levels has led to attention to the issue of the integrity of the teacher’s personal structure, which has become the object of scientific research by N. V. Huziy, N. V. Kuzmina, L. M. Mitina, O. G. Moroz, O. M. Pekhota, V. O. Slasentin, O. I. Shcherbakov. The study of new goals, principles and content of education at all levels has significantly influenced the development of approaches to the professional training of students in higher education institutions, which were highlighted in the works of scientists I. M. Bogdanova, N. V. Chikuk, A. F. Lienko, H. O. Nagorna, L. I. Mischchyk, L. O. Savenkova, H. V. Troitsko. In this context, researchers such as O. V. Bondarevskaya, M. M. Bukach, V. M. Hrymiova, N. V. Krylova, I. P. Pidlasyi, V. V. Radul, and I. Yakimanska focus on understanding the teacher’s pedagogical culture as a component of his or her personal and professional identity. Cultural education in higher pedagogical school is studied from several aspects, such as culture as an object of cultural education, cultural training of students, professionally oriented models of cultural training and methodological support of cultural education. However, although these aspects have received considerable attention in scientific research and practical teaching experience, the theory and practice of cultural education of future teachers in higher pedagogical schools remain insufficiently studied and are not included in a comprehensive study.

The purpose of the article is to analyze scientific approaches to defining and studying the peculiarities of the formation of spiritual values of future teachers of biology and health basics during their studies at a higher education institution.

Methodology. Our study is based on systemic and individual-oriented approaches that take into account psychological and pedagogical sources of information and analyze the current experience of introducing experimental activities in higher education institutions in the training of future specialists. We used a multi-level systematic analysis of scientific sources based on general scientific, partial scientific and specific scientific levels
of knowledge. The study of the upbringing of spiritual values in future teachers of biology and health basics is based on the key principles of the theory of knowledge, such as historicism, systematicity, objectivity, interconnection and interdependence. It also takes into account theoretical concepts on the organization of the educational process, the dialectical relationship between objective and subjective reality, the unity of consciousness and activity in the process of personality formation, as well as the importance of combining theory with practice in understanding the world and transforming social values into new personality formations.

The scientific novelty of the study lies in the analysis of innovative approaches to the education and training of future teachers in the context of modern requirements of society and scientific research in the field of pedagogy and psychology. The study is aimed at examining the impact of the educational process on the formation of spiritual values of students specializing in teaching biology and health basics, identifying effective methods and tools that promote the integration of spiritual values in the professional training of future teachers, and developing recommendations for improving the quality of education and training of higher education institutions in this area.

The key to improving the education system belongs to the higher pedagogical school, since it is here that the methodological, content and technological parameters of education at all levels are formed, and the pedagogical thinking and professionalism of future teachers are developed. New approaches to providing professional teacher training reflect the awareness of the fundamental dependence of social perspectives at the turn of the millennium on the personality qualities of a student of a higher pedagogical education institution, which are laid down by his or her professional education. The instrumental possibilities of pedagogical thinking include both the potential of humane support for the individual development of a child in the educational environment and the threat of authoritarian leveling of his or her personal uniqueness. Only a holistic system of harmoniously developed personal qualities of a teacher can ensure humanity and tolerance in the pedagogical process he or she manages [2].

In the modern context of the humanization of education, quality teacher training is becoming increasingly important. It is well known that the key factor in the socialization of the younger generation is social education institutions, especially schools. Thus, the relevance of studying the main aspects of the social and pedagogical work of secondary school teachers, in particular biology and health basics, is confirmed. In particular, it is important to study the theoretical and methodological foundations of the formation of spiritual values for future teachers using innovative methods and humanistic paradigms [2]. It is also necessary to pay attention to creating conditions for effective adaptation and personal development of students, which will contribute to the development of spiritual values in secondary schools. This will create the prerequisites for preventing anti-social behavioral manifestations and contribute to the formation of a positive social personality by mobilizing the educational potential of society [3].

Future teachers form their professional identity while studying at a pedagogical university. Here they learn the basics of their skills, acquire social behavior and communication skills. During their pedagogical training, they form their personality as future teachers by mastering principles, moral norms, ideals, and value orientations. This process is influenced by the study of such courses as General Pedagogy, History of Pedagogy, and Methods of Educational Work. While studying these courses, especially “General Pedagogy” and “Methods of Upbringing Work,” future teachers are introduced to various aspects of education, such as moral, mental, aesthetic, physical, labor, national, civil, legal, environmental, and spiritual [4]. This helps them to learn principles, moral norms, ideals and value orientations that will be important in their future teaching activities, especially in relation to the problems of values and value orientations.

An important part of the training of future teachers is the development of their social interaction and interpersonal communication skills, which contributes not only to the development of spiritual values but also to their formation as leaders in education. Most educational and professional programs provide an opportunity to develop not only general and professional skills, but also social skills, such as the ability to work in a team, mastery of the basics of interpersonal communication, experience in communicating in the state and foreign languages, the ability to develop their speech, apply information and communication technologies in the professional sphere, an active life position and development of leadership skills, the ability to develop a strategy and tactics of professional behavior taking into account the interests of the team, skills of cooperation in a team. Circles and clubs aimed at developing social skills, as well as traditional extracurricular activities such as student initiation, Olympiads, excursions and sports competitions, help create an environment where students can actively develop their social skills. An important task of modern teacher education in higher education institutions is to form and develop the spiritual values of the future teacher while developing soft skills.

The fundamental and humanitarian principles of the development of a modern higher pedagogical school are effectively realized if cultural education is included in the professional training of teachers. This education is aimed at supporting the pedagogical processes of transmitting general cultural experience, its rooting in the personal spiritual world of future teachers. Cultural education for future teachers, which includes a normative cultural course, promotes the assimilation of the universal foundations of universal culture, forms a holistic view of the
world and the role of man in it, promotes understanding of the cultural aspects of educational processes and readiness to perform cultural functions in the work of a teacher. It helps to shape the pedagogical culture of future teachers. The social importance of cultural education is emphasized in the introduction of pedagogical education in classical universities, which contributes to the development of fundamental teacher education based on the ontological, gnostic and axiological components of the cultural worldview. It also contributes to the development of systematic methodological thinking and consideration of the cultural diversity of modern society through the promotion of multicultural dialogue in educational processes. Cultural education in higher pedagogical schools is an important factor in raising the social status of a teacher as a culturally educated person and an effective professional [2].

In philosophy, the emphasis is on universal values and human attitudes to the world, while pedagogical axiology considers both spiritual, social and material values that influence the formation of the individual as a whole [5].

The use of a systematic approach in the process of training future teachers of biology and health basics to perform the functions of education for the formation of spiritual values meant analyzing this process as a dynamic system that is part of the system of professional training of future biologists. The use of a systematic approach contributed to the creation of a holistic model of training, the identification of its components and their interrelations, as well as the identification of the main factors and conditions of functioning in changing environmental conditions and the implementation of targeted and systematic correction [6].

The systematic approach, which is one of the universal ones in pedagogical research, allowed us to obtain a coherent and integrated view of the phenomenon under study. The use of a synergistic approach in the training of future biology teachers allowed us to formulate strategic goals for their preparation to perform the functions of education for spiritual development in accordance with the tasks of social progress [7].

In our study, we considered the process of professional training of future biology teachers in the broader context of social development. This is due to historical changes in the structure of the education system, the emergence of education for the formation of spiritual values of young people and the awareness of the functions of education for moral education, as well as the search for ways to implement them [8]. This approach contributed to the self-organization of the process of professional training of biology teachers, directed the educational process to the search for valuable life guidelines and the development of the individual as an active creative subject of educational activity, striving for self-realization and self-expression. Among the ways of forming spiritual and moral values in future teachers during professional training, a special place is occupied by active methods and forms, such as situational role-playing games, sociograms, analysis of social situations with moral and ethical content, dramatizations, etc. These methods allow students to feel themselves in situations of moral choice and search, to immerse themselves in them psychologically and emotionally [9]. In our opinion, the most effective means of forming spiritual and moral values in future teachers in the process of their professional training are working in small groups, holding discussions, tournaments, debates, participating in scientific conferences, discussing literary works, solving problematic tasks, trying to feel the images of works of art by getting into their characters, and defending projects of their future.

Thus, in modern educational conditions, a teacher’s pedagogical activity, in particular in the field of biology and health basics, requires a high level of professional training, the ability to be creative and possess professional knowledge [10]. It is important to apply this knowledge effectively and in a timely manner in different situations, which will allow the teacher to carry out his/her professional social and pedagogical work with maximum efficiency. Evaluating the main aspects of the activity of a teacher of biology and health basics, we turn to the study of conditions, methods and ways of conducting this activity, taking into account its effectiveness.

The social and pedagogical activity of a teacher contains specific structural and substantive elements, meets the basic principles and performs certain functions. In addition, there is a set of laws that underlies the implementation of social and pedagogical activities.

Since we are talking about future biology teachers, it should be noted that one of the directions of development of the spiritual and moral sphere of personality includes the development and improvement of the theory and practice of environmental education of future biologists. These approaches are based on humane principles of interaction with the environment and are aimed at forming basic knowledge about the values of nature, gaining experience of emotional interaction with natural objects and involving future specialists in nature conservation activities.

To achieve this goal, it is necessary to create modern technologies, models, and education systems that contribute not only to the transfer of objective knowledge about the facts and patterns of the natural environment, but also to the formation of a personality with a value-based attitude to nature, as well as the development of experience and culture of environmental activities. According to the systematic approach to the education of environmental awareness, various factors and mechanisms are involved in the educational process.

This ideology of education is reflected in Ukrainian legislation on education and in program documents that...
aim to increase the role of education and overcome threats to the nation’s health. The concept of environmental education in Ukraine, in particular, defines the need to teach the younger generation to interact harmoniously with the environment.

Conclusions. Creating spiritual and moral values in young people is the most important task of any educational institution. Modern Ukraine needs a strong potential of highly spiritual youth who could actively benefit our country. Changes in various spheres of society are directly related to the spiritual culture and values of each individual. The direction of human activity depends on the interests, needs, motives, and importance of values. Mastering our cultural heritage, universal and inalienable values becomes a reliable foundation for personal development. An in-depth acquaintance with ideas and achievements helps to comprehend one’s own life position. This contributes to a positive perception of oneself, an awareness of one’s own importance and place in the flow of life.

The teacher’s goal is not only to enrich students with a variety of knowledge, but, above all, to help them find themselves in society and form their own spiritual identity. To achieve this, it is necessary to get rid of the abstraction and alienation of knowledge, to ensure its rooting in the social and national-cultural context.

The logic and structure of the teacher’s work should go beyond the usual industrial and educational way of thinking with its emphasis on a fragmented perception of the world, narrow specialization and technologicalization of activities. A holistic understanding of the world, culture, and human beings is possible through liberation from the limitations of subject matter, immersion of activities. Modern information technologies and innovative teaching methods in motivating students’ learning activities. Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems: a collection of scientific papers: Planer, 2012. Issue 31, pp. 417-422.


