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### **POTENTIAL OF PEDAGOGICAL DISCIPLINES IN THE FORMATION OF SPIRITUAL CULTURE OF FUTURE PRIMARY SCHOOL TEACHERS**

*This article substantiates the formation of the spiritual culture of future primary school teachers as an urgent socio-pedagogical problem. The article presents the scientific views of domestic and foreign scientists on the formation of the spiritual culture of the future teacher. In addition, the authors reveal the potential of pedagogical disciplines, the study of which in different degrees is aimed at forming the spiritual culture of future primary school teachers in the higher education system. The authors of the article emphasize that the content of the disciplines «Introduction to the teaching profession», «Pedagogy», «History of pedagogy and education», «Fundamentals of pedagogical skills», «Ethnopedagogics» contributes to the development of personal qualities of teachers, professional duty and social responsibility in education of the younger generation. In this process, the role of the elective course «Fundamentals of the spiritual culture of primary school teachers» is determined. It also provides specific examples of realizing the potential of academic disciplines in the formation of the spiritual culture of future primary school teachers. As a result of the analysis of the content of pedagogical disciplines, the authors identified components that contribute to the development of the spiritual culture of future primary school teachers. Moreover, the authors of the article reveal the possibilities of using in the classroom such methods as strategies for critical thinking, dialogical learning, Case study technology, reflective techniques, creative tasks, active lectures.*

*Keywords: spiritual culture, formation of spiritual culture, spiritual culture of a student, interactive technologies, pedagogical disciplines, personality formation.*

## **Introduction**

Due to the low level of spiritual and moral culture of modern youth and adolescents, many negative phenomena occur in society. In general, we are experiencing a radical change in approaches to education and socio-cultural policy around the world. This is due to the development of society, a person, the formation and reorientation of his personal qualities. Spirituality is an old term that is now in vogue. Until a few decades ago, spirituality was only with serious and deep thinkers who were beyond worldly pleasures. Times have changed, and people's perceptions have changed. Spirituality, though still a mystery, is of interest. Over the years, researchers have offered different definitions of spirituality. Definitions encourage you to explore and ask questions that go beyond the usual routine of life. Spirituality encourages people to do some introspection and search for the true meaning of their existence. They discuss the importance of the ethical dimension and are in search of peace and harmony. The researchers proposed realistic definitions with a practical approach. They tried to describe and discuss some parameters that can help identify and achieve the respective goals of individuals. Spirituality was associated with the search for life, and some of the tools for achieving spirituality were identified as truth, justice, courage, imagination, and high energy [1, p. 81].

The future school teacher today must be a highly spiritual person who has extensive knowledge in the field of morality, has strong moral principles, and is capable of independent moral decisions and actions. For students of the pedagogical university, spiritual culture is a personally and professionally significant quality, since a teacher is an educator who is called to be a carrier of universal values, a model of highly moral behavior and a high culture of interpersonal communication. Based on the above, a number of factors are actualized, including: the need to develop and implement pedagogical conditions, systems and technologies that ensure the achievement of a high level of formation of moral values among students; the use of the educational potential of the spiritual culture of the people as an effective means of moral education of young people; the solution of the contradiction between the need for the formation of moral values among students and the lack of development of its content and methodological aspects in the traditional system of moral education.

As part of the modernization of education, there are always high requirements for representatives of pedagogical specialties engaged in the education and upbringing of the younger generation. In the Constitution of the Republic of

Kazakhstan, the law «On education» and the state program for the development of education and Science for 2020–2025, the concept of education in the context of the implementation of the program «Рухани жаңғыру» for 2019–2024, the development of the national model of the Kazakh education system, education of Kazakhstan’s patriotism, high culture, respect for Human Rights and freedoms, the personality of students and their families, the school, the state, ensuring the joint activities of children’s civil society, public organizations, ensuring the high status of the teaching profession, and modernizing pedagogical education are the main tasks of the national education system. This fact determines the need for highly qualified specialists with a rich inner spiritual world and unique personal qualities. Therefore, in this context, the acquisition of spiritual values, the formation of a worldview of the younger generation, the formation of a spiritual and moral culture of a teacher as a condition for enriching their spiritual world is an urgent problem today. This trend is not accidental, because the teacher is assigned a special mission: to educate a fully developed harmonious personality. It is clear that such tasks can only be solved by a professional, a person with a high pedagogical and spiritual culture in general [2, p. 191].

The formation of the spiritual and moral culture of the future teacher is carried out through the system of higher pedagogical education [3, p. 312]. Revealing the essence of spiritual culture as a professionally significant property of the individual, it can be noted that this concept combines spiritual knowledge, value orientations and experience [4, p. 316]. They are a guide and regulator of the future teacher’s activities, which are reflected in the conditions of interpersonal interaction and self-determination. L. M. Luganskaya, considering the specifics of the pedagogical profession, defines spiritual culture as a historically defined level of development of worldview positions, value orientations, creative forces and abilities, which is reflected in the organization of a person’s life and in the image of the spiritual values created by him [5, p. 34].

The difficulties of teachers are connected with the lack of understanding of the actual competence characteristics of the student, lack of knowledge in the field of international procedures for their selection and analysis, which determines the specifics of the formulation of educational tasks and the content of reflexive procedures. The observation shows that updating the requirements for the design of educational materials is an insufficient procedure for maintaining the purposefulness of educational systems in the conditions of the real educational process.

A negative consequence of the lack of scientific and methodological support of the teacher in the field of intentional achievement of educational goals can be problems of both social and individual-personal plan:

– transparency and indistinguishability of normative goals in the educational process, the title of the stated goals and the uncertainty of achieving results, functioning in idle mode;

– insufficient coordination of the goals of the subjects of education can lead to a lack of coordination in actions, a lack of understanding of the partner's strategies, and counterproductivity can also result from randomness and unintentional results;

– the crisis of unrealisation as a reaction to the unwillingness to meet the standard requirements for qualifications and the inability to find an answer in previous professional training and personal experience, living with the uncertainty of the situation and their own level of qualification [6, p. 20].

Thus, the spiritual and moral culture of a primary school teacher is defined by us as a way of life of the individual, based on the desire for professional and spiritual values for the purpose of self-realization of a person in creative and pedagogical activities, the need for constant spiritual self-improvement. Indicators of the teacher's spiritual culture are professional values and needs. On the basis of this definition, the formation of spiritual and moral culture of future primary school teachers can be defined as the process of connecting the student's knowledge about the values of spiritual culture, spiritual needs, and the experience of spiritual maturity by expanding the experience of spiritual self-development and knowledge in the pedagogical process. By professional training of future teachers, we mean the process of developing professional skills, as a result of which knowledge, skills, value orientations, and personal qualities are formed, which allow us to effectively implement pedagogical activities.

Researchers define student age as a period of survival and formation of the individual and as the main stage in the formation of character, intelligence, due to changes in motives, the formation of value orientations. In the professional training of teachers, all researchers, along with professional education, aim to develop their personal qualities as the main and necessary component of training. Slastenin V. A., Mazhar N. E. the personal component of training includes six groups of professionally significant qualities of a primary school teacher:

- \* personal qualities;
- \* features of the intellectual sphere of the individual;
- \* emotional and volitional qualities of the individual;
- \* social and psychological features;
- \* sensory-perceptual characteristics of the individual;
- \* features of self-knowledge of the individual [7, p. 144].

Considering the above, we proceed from the relationship of theory with practice, guided by the principle of consistency, which provides for the consideration of phenomena and processes in relation to each other. The

implementation in practice of the main theoretical provisions of professional training of future teachers is determined and regulated by state documents in the field of higher education, in which professional training regulates the acquisition of a certain volume of theoretical knowledge about the object of the upcoming activity and practical skills of translating them into these methods of activity, as well as the formation and development of professionally significant personal qualities of a specialist. In the system of Higher Education, the formation of moral and spiritual culture of the future primary school teacher should be carried out in the following areas:

- study of subjects that reveal the basic concepts of spiritual culture, features of spiritual development of the teacher;
- introduction to the content of psychological and pedagogical disciplines of the values of the spiritual life of the individual as a whole;
- orientation of all stages and structural elements of the educational process to the formation of spiritual culture;
- more complete use of the potential of pedagogical disciplines [ 8, p. 524].

### **Materials and methods**

Justification of the conditions for its implementation in order to reveal the potential of pedagogical disciplines that contribute to the formation of spiritual and moral culture of future primary school teachers in the process of higher education and the development of significant professional personal qualities of students.

Personality orientation, activity bases of the organization of the pedagogical process, modern concepts of the content of Education, pedagogical principles of teaching and learning; theories of the development of personality and its qualities, theory of the organization of the higher educational process, theoretical and methodological foundations for the systematization of research. Methods of research analysis and study of scientific-pedagogical, historical, cultural sources, philosophical and psychological-pedagogical scientific data on the problem, generalization of pedagogical experience, differentiation of the works of scientists who have studied the problem of spiritual culture of future teachers.

### **Results and discussion**

The cycle of pedagogical disciplines involves arming students with general and subject competencies, they are the regularities of development, training, education and formation of students knowledge of the social and spiritual world;

- effective implementation of professional activities, successful interaction with other people ability to communicate correctly with the environment;
- effective implementation of the entire pedagogical process of the school in future teachers formation of psychological and pedagogical skills and abilities necessary for the formation of psychological and pedagogical skills, etc.

[9, p. 3]. Teaching pedagogical disciplines at the University ensures the personal and professional development of future specialists, self-education.

Since the content of professional training of students is determined by state standards defining academic disciplines, curricula, standard programs, types of practice, independent and research work, as well as other types and forms of educational work, we conducted a systematic analysis of regulatory documents by differentiating the possibilities of the educational process of the higher education system [10, p. 3]. In the study of these regulatory documents, we set ourselves the task: to determine how rational the content of the subjects studied is in the formation of personal qualities of a future specialist.

The analysis of the qualification characteristics of the educational program «6V01301-Pedagogy and methodology of Primary Education» further revealed the relevance of the problem we are studying. At the same time, the formation of spiritual and moral culture of future primary school teachers is of particular importance, because according to regulatory requirements, a specialist must have a high level of fundamental and professional training, have a rich spiritual world and highly qualified personal qualities. The results of the analysis of the curriculum showed that the content of professional training of future teachers is provided by disciplines on the basics of pedagogical activity, Organization of the pedagogical process in primary schools. In general, each of the subjects has certain opportunities for the formation of theoretical knowledge necessary for the future teacher to carry out pedagogical activities. By studying pedagogical disciplines, students learn the essence of the entire pedagogical process, educational mechanisms and features of pedagogical activity, and future teachers form an understanding of an active approach to personal education [11, p. 7]. It was also found that the content of the subjects of this cycle contributes to the development of personal qualities of the teacher, such necessary qualities as professional duty and social responsibility in the education of the younger generation, humanism, demanding. From our point of view, there is a high probability of using the potential of pedagogical disciplines in the educational process in the formation of spiritual and moral culture of students.

The formation of spiritual culture in the future primary school teacher begins with the development of the «ideal image of the teacher» in the course of mastering the main pedagogical disciplines, which is connected with the process of personal formation of the future primary school teacher throughout the course of training. In the course of solving this problem, we identified the subjects that contribute to the formation of knowledge and skills necessary for future teachers in pedagogical activities, and it became clear that their content and the amount of time allocated for their study do not differ significantly. Our work experience shows that the subjects «Introduction to the pedagogical profession», «Pedagogy», «Pedagogy



and the history of Education», «Fundamentals of pedagogical skills» have great opportunities for the formation of spiritual and moral culture of future teachers, which are implemented in the process of familiarization with spiritual values through the assimilation of knowledge included in the content of the discipline. The knowledge gained in the course of mastering each pedagogical subject affects the process of development of the spiritual culture of the teacher, enlivens it.

Teaching the course «Introduction to the pedagogical profession» introduces students to the image of the «ideal» teacher, the essence and specifics of the teaching profession, the system of requirements for the teacher, the types of professional pedagogical activities performed, as well as the possibilities of self-education and self-improvement, self-education [12, p.4]. In addition, this course allows us to reveal such basic professional values as pedagogical ethics, which, from the point of view of Almenbetova K. Zh., Asylova R. O., include the following positive qualities of a person:

- duty – expresses the moral duties of a person who requires a social degreethical category;
- professional duty – a requirement imposed by society on a person or a particular profession, moral set of rules;
- justice – the concept of moral consciousness;
- professional conscience – the concept of personality and professional honor of a person;
- honor – recognition of human rights by the environment [13, p. 98].

In the lecture lesson on the topic «Teacher requirements», students' attention is paid to the moral aspect of the teacher's personal requirements. Our work experience shows that the educational subject «Introduction to the pedagogical profession» has a fairly large potential in the formation of spiritual and moral culture of future teachers, is realized through the assimilation of moral knowledge included in the content of the discipline, contributes to the development of moral qualities, the student learns to build future professional pedagogical activities in accordance with the golden rule of morality.

The leading place in the formation of professional and pedagogical knowledge of future teachers is occupied by the course «Pedagogy». The purpose of this course is to form the personality of a specialist who performs professional activities in the «man-man» system. As the main discipline in the specialty, it is an important component of the system of psychological and pedagogical training of students, aimed at mastering the methods of scientific analysis and forecasting of pedagogical phenomena and processes, ensuring the appeal to the individuality, creative potential of the student's personality. For example, within the framework of the theme «Pedagogy as a humanitarian science», special attention is paid to

its connection with other sciences, including ethnopedagogy, since it is very important to know ethnic culture, which considers the educational content of traditions and customs that create conditions for the formation of the spiritual culture of the future teacher.

As a result of the study of the topic «the essence and content of education in the holistic pedagogical process», it was established that the current goal of personal education is based on universal values, and the future teacher, fulfilling his goal, is primarily a carrier of these values. It was also revealed that the chapter «Didactics – theory of learning» has a high potential in the formation of spiritual and moral culture of future primary school teachers. In fact, each of its topics deals with a number of issues that guide students to self-improvement. When studying the topic «teaching methods», special attention is paid to the development of the ability to choose methods, taking into account the creation of a situation of success in teaching as an element of the humanistic culture of the future teacher. When considering the topic «forms of learning», the need to develop students' creative abilities, master them along with classical non-traditional forms of learning that activate students' cognitive activity is noted.

The main next academic discipline that contributes to the formation of spiritual and moral culture of the future primary school teacher is the course «Ethnopedagogics», so we consider it necessary to analyze it due to its specifics. The content of the course «Ethnopedagogics» covers a wide range of problems of theory, laws and features of ethnic education, the main directions of folk pedagogy, methods and methods of ethnic education, as well as ways to implement the ideas and practices of folk pedagogy in the educational process. It is also considered as traditions, continuity of generations and the result of the spiritual and moral life of the people, art as the desire of the people for beauty, the power of the word as one of the spiritual treasures of Man, religion as the main factor in the formation of spirituality. Ethnopedagogic education develops respect for folk traditions, respect for the native language, and the need for spiritual and moral communication between generations. In addition, ethnopedagogic education contributes to the formation of personal qualities of the student's personality as a future teacher, contributing to the implementation of the general idea of spiritual and moral education.

The course «History of pedagogy and education» has great opportunities for students' self-development and spiritual growth. When getting acquainted with the heritage of outstanding thinkers, fundamental scientists-teachers, a part of human culture is revealed, students study, reflect and summarize the pedagogical heritage reflected in pedagogical theories, concepts, and educational systems.

The discipline «Fundamentals of pedagogical skills» also has a high potential, through its study it contributes to students' understanding of the value of knowledge in spiritual, personal and professional development, self-realization. In addition, the content of the course forms students' desire to develop professional competence, pedagogical culture, including spiritual and moral culture.

As a result of the analysis of the possibilities of these disciplines, it was revealed that they have certain opportunities for the formation of spiritual culture. However, this is not enough for the complex, systematic, purposeful development of the phenomenon under study. Therefore, the professional training of future primary school teachers in the higher education system involves, firstly, the effectiveness of training, which allows us to create the most meaningful learning process through the correct selection of educational material and its rational organization, and secondly, the activation of the main focus on creating favorable conditions for learning. In the system of training future teachers, the need to create a special course that contributes to the formation of professionally necessary personal qualities has been identified. Thus, a special course «Fundamentals of spiritual culture of a primary school teacher» was included in the curriculum of the educational program «6v01301-Pedagogy and methodology of Primary Education» on the phenomenon formed as a result of identifying the possibilities of the pedagogical process of Higher Education.

The purpose of teaching the course «Fundamentals of spiritual culture of a primary school teacher» is to introduce students to the concept of spiritual culture «as part of the professional pedagogical culture of a teacher, master the basics of the concept, theoretical and methodological foundations of the formation of spiritual culture, its structure, the formation of the ability to self-knowledge, self-improvement, increase the actual level of spiritual culture. The objectives of the course are to form ideas about the role of spiritual culture in the activities of the teacher, reveal the content of the stages of formation of spiritual culture of the teacher, create conditions for the implementation of the acquired theoretical knowledge about the basics of spiritual culture in educational practice.

The beginning of studying the course was connected with the consideration of the problem of spiritual culture in philosophy, the humanization of education as an important condition for its formation in the teacher and his professional self-knowledge. «Spiritual culture as an integral part of pedagogical culture», «the essence and content of the spiritual culture of the teacher», «principles and psychological and pedagogical conditions for the formation of the spiritual culture of the teacher», «stages of the formation of the spiritual culture of the teacher», «manifestations of the spiritual culture of the modern teacher», etc. the study of topics provides for the formation of students' understanding of the role of spiritual

culture in the teacher's activities, reveals the content and algorithm of the stages of its formation in the teacher.

In the content of the course, special attention is paid to the essence and content of spiritual culture, spiritual knowledge, spiritual values, spiritual maturity, as well as their manifestation in spiritual activity. Students consider such concepts as spiritual activity, power, beauty, the spiritual world of a person, worldview, etc. and conduct a comparative analysis of them. Theoretical and methodological foundations of the formation of spiritual culture, the use of knowledge and concepts about the main categories, scientific theories, content of the course contributes to the development of skills aimed at the formation of students as the basis of professional self-knowledge, which ensures the assimilation of competencies in the field of the formation of spiritual culture itself. Since the phenomenon we are studying is a dynamic system, in the process of its formation we decided to use active methods, since the need for their use is determined by the nature of these pedagogical phenomena. Priority was given to «active» methods and forms of training and education, which produce the future specialist at the level of an active subject of activity. The use of active teaching methods allows us to organize the educational process aimed at achieving a socially useful product as a result of creative activity. The use of active methods also made it possible to activate the thinking of the future specialist beyond his mood, involve them in the process aimed at achieving a single goal for a long time, encourage them to make creative decisions independently, increase the level of motivation of the student at the expense of positive intellectual emotions, form not only cognitive, but also professional motivations and form a holistic view of future professional activities.

Active methods develop intellectual and spiritual and moral activity, as well as collective creativity in finding out the truth. They also contribute to the development of listening and hearing, defending their own views, and respecting the opinions of others. Let's focus on the description of the methods used in the organization of the educational process to form the spiritual culture of future primary school teachers. When choosing methods, first of all, attention was paid to the student's personality, requests and interests, own development, high-quality knowledge and the solution of specific goals.

During the course program, innovative teaching methods such as critical thinking, dialogic learning, Case study Technology, reflexive techniques, creative tasks, and active lectures were rationally used.

Case-study is an interactive technology for short-term learning based on real or fictional situations. This technology is aimed not at mastering knowledge, but at developing new qualities and skills of students [14, p.172]. The goal is to teach students to analyze information, identify key problems, choose alternative

solutions, evaluate them, and find the best option. This method, as a method of problem-situation analysis, includes spiritual culture, its components, etc. it was effectively used for joint analysis of the situation and decision-making by groups of students related to the development. The advantage of the situational analysis method was not only the acquisition of students' knowledge and the formation of practical skills, but also the influence on the system of spiritual values, professional positions, views and worldviews.

The purpose of using reflexive techniques during the course was to study a long-held spiritual activity in order to consolidate its results and increase its effectiveness in the future, to develop students' reflexive culture. Since they are based on communication, they are important in the formation of spiritual culture.

The use of dialogic teaching methods in the educational process contributes to increasing the activity of students, increases their cognitive interest, allows them to realize themselves not only within the walls of the university, but also in their future professional activities [15, p.12]. Dialogic teaching methods provide interaction in the learning process, students share the necessary information and exchange views. The specifics of the dialogue were determined by the topic of the lesson. Within the framework of dialogic training, discussions were organized on the following topics: «The importance of Abai's concept of «Full man» in the formation of the spiritual potential of the future specialist», «New Kazakhstan patriotism – a socio-pedagogical problem in the formation of spiritual culture». In this group discussion, the students themselves make reasoned statements based on the principles and approaches proposed by the teacher, making the most of their personal experience. The discussion on these topics ensured the active participation of students in the discussion, created conditions for open expression of their thoughts, positions, views on the topic, and influenced the views of the participants of the discussion.

Writing essays by students within the framework of the course contributed to the formation and development of personal views of the teacher on issues of spiritual self-development, spiritual culture, its indicators, etc. The theoretical material was also presented in the form of an interactive lecture, which was divided into logically completed parts. After each section, a conversation was held with students, where each student shared their opinions about what they had heard, no opinion was refuted, and they had the right to express their point of view. The task of the conversation was to stimulate students' interest in the subject under study, promote the search for truth and internal desire for self-knowledge. Psychological tests conducted in the classroom, games, trainings, staging scenes were interesting and important for students. The results of psychological and pedagogical research show that the game moment in learning enriches emotional sensitivity, strengthens

imagination and thinking, teaches you to subordinate your desires to rules and social requirements. In the course of practical classes, collective Games, small performances requiring knowledge of moral norms of behavior in various life situations and collective actions were staged.

The use of these methods in teaching the course «Fundamentals of spiritual culture of a primary school teacher» ensures the formation of the value essence of the goal of professional activity, the readiness of students to carry out professional pedagogical activities in the future on the basis of their spiritual needs, abilities, memory, human, ethno-cultural and spiritual values.

### **Conclusion**

The results of the analysis of the content of pedagogical disciplines made it possible to identify the components that contribute to the development of spiritual culture of future primary school teachers:

- knowledge, which is carried out in the study of history, laws of cultural development, works of human culture, their impact on the development of pedagogical science in various historical eras;

- includes value, spiritual experience, value attitude to people, pedagogical activity, nature, art, spiritual growth, the image of an «ideal» teacher;

- experience of familiarization with the values of the spiritual culture of humanity, methods of spiritual self-development of the student, methods of spiritual creativity in the process of pedagogical activity.

As a result of comprehensive purposeful work on the formation of spiritual culture in future teachers, we can draw the following conclusions::

- striving for self-knowledge and self-improvement in the process of studying pedagogical disciplines

- number of students has increased;

- students are focused on the development of pedagogical thinking and on the problem under study

he was involved in various types of activities related to the analysis of Psycho-pedagogical and special literature, the study of methods of diagnostic work, the generalization and systematization of knowledge about the spiritual culture of the future teacher;

- the potential of pedagogical disciplines, a special course implemented and included in the curriculum the content was aimed at meeting the needs of students for spiritual self-improvement, the development of spiritual culture through their own experience.

Thus, we present the results of scientific research related to the study of the place and potential of pedagogical disciplines and active teaching methods in the process of forming the spiritual culture of future primary school teachers.

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## **БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ РУХАНИ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДАҒЫ ПЕДАГОГИКАЛЫҚ ПӘНДЕРДІҢ ӘЛЕУЕТІ**

*Аталмыш мақалада болашақ бастауыш сынып мұғалімдерінің рухани мәдениетін қалыптастыру өзекті әлеуметтік-педагогикалық мәселе ретінде негізделеді. Мақалада болашақ мұғалімнің рухани мәдениетін қалыптастыру бойынша отандық және шетелдік ғалымдардың ғылыми көзқарастары келтірілген. Жоғары білім беру жүйесінде болашақ бастауыш сынып мұғалімдерінің рухани мәдениетін қалыптастыруға бағытталған педагогикалық пәндердің әлеуеті ашылады. Мақала авторлары «Педагогикалық мамандыққа кіріспе», «Педагогика», «Педагогика және білім беру тарихы», «Педагогикалық шеберлік негіздері», «Этнопедагогика» пәндерінің мазмұнымұғалімнің жеке басының тұлғалық қасиеттерін, жас ұрпақты тәрбиелеудегі кәсіби борыш пен әлеуметтік жауапкершілігін дамытуға ықпал ететіндігіне баса назар аударады. Осы үдерістегі «Бастауыш сынып мұғалімінің рухани мәдениетінің негіздері» элективті курсының ролі анықталады. Болашақ бастауыш сынып мұғалімдерінің рухани мәдениетін қалыптастыруда оқу пәндерінің әлеуетін іске асыруды нақты мысалдармен келтірген. Педагогикалық пәндердің мазмұнын талдау нәтижесінде болашақ бастауыш сынып мұғалімдерінің рухани мәдениетін дамытуға ықпал ететін компоненттер айқындалады. Сонымен қатар, мақала авторлары сабақтарда сын тұрғысынан ойлау стратегиясы, диалогтық оқыту, Case study технологиясы, рефлексиялық техникалар, шығармашылық тапсырмалар, белсенді дәрістер сияқты әдістерді қолдану мүмкіндіктерін ашып көрсетеді.*

*Кілтті сөздер: рухани мәдениет, рухани мәдениетті қалыптастыру, студенттің рухани мәдениеті, интерактивті технологиялар, педагогикалық пәндер, тұлғаны қалыптастыру.*

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## **ПОТЕНЦИАЛ ПЕДАГОГИЧЕСКИХ ДИСЦИПЛИН В ФОРМИРОВАНИИ ДУХОВНОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ**

*В данной статье формирование духовной культуры будущих учителей начальных классов обосновывается как актуальная социально-педагогическая проблема. В статье представлены научные взгляды отечественных и зарубежных ученых по формированию духовной культуры будущего учителя. Раскрывается потенциал педагогических дисциплин, изучение которых в различной степени направлено на формирование духовной культуры будущих учителей начальных классов в системе высшего образования. Авторы статьи особое внимание акцентирует на том, что содержание дисциплин «Введение в педагогическую профессию», «Педагогика», «История педагогики и образования», «Основы педагогического мастерства», «Этикопедагогика» способствуют развитию личностных качеств учителей, профессионального долга и социальной ответственности в воспитании подрастающего поколения. Определена роль элективного курса «Основы духовной культуры учителя начальных классов» в данном процессе. Приводятся конкретные примеры реализации потенциала учебных дисциплин в формировании духовной культуры будущих учителей начальных классов. В результате анализа содержания педагогических дисциплин выявлены компоненты, способствующие развитию духовной культуры будущих учителей начальных классов. Кроме того, авторы статьи раскрывают возможности использования на занятиях таких методов, как стратегии критического мышления, диалогического обучения, технология Case study, рефлексивных техник, творческие задания, активные лекции.*

*Ключевые слова: духовная культура, формирование духовной культуры, духовная культура студента, интерактивные технологии, педагогические дисциплины, формирование личности.*

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