

BASIC VALUES OF FUTURE TEACHERS AS AN INDICATOR OF THEIR SPIRITUAL AND MORAL CULTURE

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Abstract

The article is devoted to the actual problem of the development of spiritual and moral culture of the individual for the modern multicultural and multi-confessional society. The authors consider spiritual and moral culture as an integral part of a personal culture. Its basic elements are: spiritual culture, ethical thinking, cognitive culture, culture of feelings, reflective culture, communicative culture, creative culture, and aesthetic culture. The article analyzes the results of a survey of students of the Pedagogical Institute (Mari State University) to obtain objective data on the basic values of future teachers: patriotism, family values, attitude to religion and to representatives of different religions and nationalities.

Thus, the most students - future teachers refer to the representatives of Orthodoxy, they believe that all religions existing in Russia should be equal. The majority of students of the Pedagogical Institute consider themselves as citizens of their country. More than half of the respondents deny the existence of nationalities to which they are unfriendly. For the majority the most important are personal qualities: they determine the attitude to another person; the main things in life they call family and health. The authors reveal the purposes, content and forms of spiritual and moral education of students in the Mari state University in general and in the Pedagogical Institute in particular.

Keywords: Spiritual and Moral Culture, Basic Values, Personal Qualities

1. INTRODUCTION

At present, in a multicultural and multi-confessional society, the problem of spiritual and moral culture of the individual, its formation and development become particularly relevant. In schools, the educational process is being updated on the basis of traditions and modern experience, cultural, historical and activity approaches to the development of the individual in the social context. In recent years, such important documents as the "Strategy for the development of education in the Russian Federation for the period up to 2025", the State program "Patriotic education of citizens of the Russian Federation for 2016-2020" have been adopted.

Modern understanding of spiritual and moral education in Russia is carried out in the dialogue of secular and confessional trends. It is carried out in the course of person's development and acceptance the spiritual, moral and cultural values, that is, in the process of education. The solution of problems of spiritually-moral education is focused on updating the content of education based on traditional values, the implementation of the educational component of the Federal state educational standards, the increase in respect of children to each other, to family and to parents, teachers, older generation, the training of the individual to family, social life and work. At the same time, special importance in the process of spiritual and moral formation of the personality is traditionally given to the teacher (*Biryukova N.A., Kolomiets D.L., Maltseva E.V. et al. (2016).* Therefore, the study of the axiological component of the spiritual and moral culture of the individual, the definition of the basic values of future teachers and their formation in the process of training is an important task.

2. MATERIALS AND METHODS

In modern research as the main directions of students' spiritual and moral education are:

- The formation and development of the system of spiritual and moral knowledge and values,
- The implementation of knowledge related to the standards of morality and professional ethics in educational, industrial and social activities,
- The formation of students' reproductive consciousness and attitudes to create a family as the basis for the revival of traditional national moral values,
- The formation of qualities of socially active personality with the skills of self-presentation, argument, decision-making, organization of socially and personally significant cases (*Gorbachev A. L., 2016).*

In the educational system of the Mari State University (MarSU) the following basic values are adopted: patriotism, friendship of peoples, family values. The unity of the methods and forms, conditions and criteria of spiritual and moral education, taking into account the specifics of Russian higher education, should be the main goal - the readiness of students to self-development, self-improvement and self-education, in accordance with their life goals and spiritual and moral ideals.

In December 2016, the Center for social and psychological research of the University conducted a survey of students of 2-4 courses "Socio-psychological portrait of a MarSU student", which was attended by 1336 students of all faculties and institutes, including 352 students of the Pedagogical Institute. The survey was anonymous and conducted electronically. The results of the survey were clarified in the course of students' focus groups (*Gliserina N.D., Kondratenko E.V., 2016).*

3. RESULTS

To identify the value priorities of future teachers, students were asked to answer the question "What is the most important thing in your life?". According to the results of the study, for the majority of respondents the main thing in life is the family (85.8%) and health (57.4%). Doing what you love is a priority for 29.5%, love – for 29.8%, material well-being - for 23.3% of students, career – for 12.8%, the future of children - for 11.9%. Creativity is considered the main value of 8.5% of respondents, a quiet life – 6.8%, benefit people – 6.5%, justice – 6% of respondents, the welfare of the Motherland – 5.4%, a clear conscience – 4.8%, independence – 3.4% of respondents. Power and influence on people 0.9% of students have chosen as a priority value. In general, the results of the rating of students' priority values of future teachers are not significantly different from the choice of students' priority values of other areas of professional training of the Mari State University and students of other universities of Russia.

The results of the study suggest that the orientation of modern students to material well-being, being strong enough, still inferior to spiritual values, such as "family", "health", "doing what you love", "love". On the other hand, material well-being may be underestimated for the time being because the majority of students live at the expense of their parents, they do not have their own family to support (*Matyukh E. T., 2012).* This is confirmed by the answers of students to the question "Are you planning to create a family during the period

of study at the University?": half of the respondents do not consider it possible (answers "no" – 26%, answers "rather no" – 24%).

One of the key problems of formation of spiritual and moral culture of the future teacher's personality is the education of patriotism. Patriotic value orientations are a complex of knowledge, assessments, social attitudes that provide self-regulation of the subject's attitude to socio-cultural reality in terms of the value of the Motherland and the resulting understanding of the meaning of life and the construction of life goals and plans. In the group of basic patriotic values, the main role is given to love for the Motherland, understanding the essence of this concept and its importance in human life. According to the results of the survey, most respondents associated the concept of "Motherland" with love for their native country (62.2%), with love for their native region (19.9%), with love for family (9.4%).

The main share of the surveyed students - future teachers feel more a citizen of their country (74%) than a resident of the region (19%). National and religious identification is noted by 6% and 1% of respondents, respectively. The results confirm the priority of the state self-identification of students over ethnic. This conclusion is confirmed by the answers to the question "Is there a nationality to which you feel unfriendly?". 64% of respondents deny this fact. 78% of students approve the marriage with person of other nationality. Analysis of the answers to the question "What determines your attitude to another person?" allowed to reveal that for the majority of respondents the most important are personal qualities (85,8%). Less than a third of students indicated age (29%), appearance (21.9%), gave the answer "other" (15.9%), nationality (15.1%).

According to researchers (*Ilyasova A. V., Zinger O. A., 2015*), the concept of "patriotism" is traditionally closely related to historical memory. It manifests itself in the preservation and reproduction of the experience of previous generations for possible use in the activities of people or return its influence in the sphere of public consciousness. The question of the value for future teachers of knowledge, experience, ideas, traditions, norms and rules of behavior, passed from generation to generation, was formulated as follows: "Do you agree with the statement that the experience of the older generation is suitable for young people to achieve success in modern life?". Most students-future teachers agreed with this statement: the share of answers "yes" is 47%, the answers "rather yes" - 39%.

The confessional affiliation of students has a significant impact on the formation of the system of basic value orientations. According to the results of the survey, the majority of respondents position themselves as representatives of the Orthodox religion (78.1%). A small proportion of respondents expressed a preference for atheism (7.1%). The representatives of Islam include 6.8% of students; the answer "other" is given to 5.1% of respondents. At the same time, most future teachers agree with the statement that all religions existing in Russia should be equal (answers "yes" – 65%, answers "rather yes" – 27%).

4. CONCLUSION

The results obtained during socio-psychological research can be used to analyze the system of value orientations of future teachers. These results were considered in the development of the Concept of organization of educational work in the Mari state University (2017). In the concept as a separate direction spiritual and moral education is designated, which is understood as a pedagogically organized process of development and acceptance by a person of traditional spiritual, moral and cultural values? The purpose of spiritual and moral education is defined as the creation of an environment for the formation of the individual's readiness for self-development, self-improvement and self-education in accordance with traditional spiritual and moral ideals, as well as the formation of views, beliefs, moral attitudes, values.

The content of the work in this area is organized activities with students on the basis of cooperation, co-creation, empathy in a favorable psychological environment. Forms of organization of spiritual and moral education include teaching of academic disciplines; the work of student government, student associations, clubs; cultural, scientific, educational, sports, as well as other activities aimed at preserving and enhancing the traditions of the University, its history; organization of activities for the adaptation and socialization of students of junior courses; the activities of the University museum, library; cooperation with institutions of the city and the Mari El Republic, including public and religious organizations.

Thus, the study of life values of students of Pedagogical Institute provides an opportunity to obtain objective data on the components of spiritual and moral culture of students and allows to determine the ways of further improvement of educational work at the University.

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