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**THEORETICAL AND METHODOLOGICAL PRINCIPLES
OF SPIRITUAL FORMATION OF STUDENTS
IN HIGHER EDUCATIONAL ESTABLISHMENT**

**ТЕОРЕТИКО-МЕТОДИЧНІ ЗАСАДИ ФОРМУВАННЯ
ДУХОВНИХ ЦІННОСТЕЙ У СТУДЕНТІВ
У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ**

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The analysis of the status of the students' spiritual formation problem in the domestic pedagogical theory and practice shows that this problem has not yet been disclosed in the context of the tasks of scientific and pedagogical research [2].

Approaches to the definition of the essence of the concept of "spiritual values" have been updated, which made it possible to interpret it as a certain degree of unity of the spiritual and moral properties of the individual, which are manifested in the subject-subjective and intercultural relations, direct, orient, and regulate the relations of people. They act in the harmonious unity of man with himself, with other people, nature, society. The essence of the concept "spiritual values of student youth" is specified; the problem of formation of spiritual values of the person in the historical and pedagogical retrospective is investigated [3; 4].

It has been proved that the student's age is optimal for the development of person's consciousness value and semantic structures and is characterized as the final stage of preparation for starting an independent professional activity. At this age, moral instincts appear in the future as value orientations in the practice and behavior of the individual. It is at this age that the role of persuasion and responsibility for life choices and his own value orientations

grows, such qualities as purposefulness, determination, perseverance, self-dependence, self-starting, ability to control oneself, are being strengthened, and the interest in spiritual and moral problems is being increased.

The content structure of the student's spiritual values, which includes cognitive, emotional and value, praxical components, has been substantiated.

It was found out that the high level of formation of the motivational and value component ensures the full functioning of spiritual values. At the same time, subject to the students' enormous knowledge (cognitive components) acquisition, their ability to self-dependence and creativity, modeling the situations of interaction, variability of behavior can significantly decrease [1].

Criteria and indicators of the spiritual formation of students have been developed, four levels of their formation (high, sufficient, average, low) have been highlighted.

According to the results of the ascertaining stage of the study, the analysis of the formation of the basic components (cognitive, emotional and value, praxical) of the spiritual values of the students of higher educational institutions has been conducted.

The potential of social and humanitarian disciplines, extracurricular activities in the spiritual formation of students has been revealed, namely: the analysis of content of academic disciplines "Philosophy", "History of Ukrainian culture", "Culturology", "Ethics and aesthetics", "General pedagogy", "History of pedagogy", "Pedagogical skill", "Teaching theory and methods", the possibility of the indicated disciplines in the spiritual formation of students has been highlighted. The fact of insufficient illumination in the analyzed programs of a person's spirituality essence and spiritual values has been revealed.

According to the results of studying the experience of extracurricular activities of a higher educational institution, it is concluded that the organization of the educational process is not always focused on creating conditions for self-development, self-identification of the student's personality, realization of his natural instincts and abilities, his spiritual formation.

There has been developed a structural and functional model for the formation of the student youth's spiritual values in the educational process of a higher educational institution, the main components of which are reflected in the target (purpose and task), theoretical and methodological (methodological approaches, principles), content (components of the phenomenon "spiritual values of the individual"), technological (pedagogical conditions, forms, methods, means of forming spiritual values of students),

effective (increase in the level of formation of spiritual values of students) blocks.

The developed structural and functional model for the spiritual formation of students in the educational process of a higher educational institution reflects the necessity of realization of the goal, taking into account the principles of education and upbringing. The model contains tasks, content components, functions, technological support, pedagogical conditions. It has been revealed that the successful spiritual formation of students is carried out under the following conditions: formation in the student group of the educational environment, which activates students' learning of spiritual values; optimization of spiritually directed educational activity of students; pedagogical support of students in moral self-determination, revealing spiritual values.

It has been proved that the forms and methods of spiritual formation have social control and practical approach, providing methods of interaction between teachers and students, determining to what extent the students participate in the educational process and the time interval of its implementation. The forms of formation of spiritual values have been systematized on the following basic features: the content and pedagogical efficiency in the development of the cognitive, emotional, value and praxical areas of students; theoretical and practical significance for the formation of optimal models of relations in the system of "teacher, supervisor – student – student collective"; self-dependence and activity of students; place and share of application in the educational process; time interval of implementation. Forms of spiritual formation of students in the educational process of a higher educational institution are classified as follows: theoretical training (lecture, seminar, special course, conference, coterie, club communication, etc.); combined training (club activities, self-study, co-lecture, interlecture, training course, conference); educational and practical (communicative and activity, role-based, socio-dramatic, business game, trainings, brain-ring, press conference, excursion); practically mass (competition, holiday, evening of questions and answers, Club for the Funny and Inventive, tournament on preferences); project, socially useful (in the form of a volunteer movement) activity.

The basic methods aimed at the spiritual formation of students include drawing up individual programs of personal growth, self-presentation, development and protection of creative projects, Socratic dialogues, discussion swings, solving individual and value problems ("angles", "snowballs", "graffiti"), exercises.

It has been proved that a special course "Spiritual values of the person: ways of formation" has significant potential for the process of forming the spiritual values of the students, since it creates the optimal conditions for the integration of knowledge about spiritual values with improving the skills and abilities of students.

The essential structural elements of the model for the spiritual formation of students are the organization of methodological work with teachers, supervisors in order to increase their competence regarding the spiritual formation of students.

It has been established that the process of spiritual formation of students is determined by the regularities of individual, mental development of the student and is effectively carried out subject to aiming of classroom work and extracurricular activities to develop cognitive, emotional-value, praxical spheres, but the motivational-value component is the key in the content structure. In view of this, classroom work and extracurricular activities should have a value-oriented character and be implemented on the basis of the subject-subject interaction of participants in the educational process. Successful formation of spiritual values is possible provided that the modeled pedagogical forms of interpersonal interaction are introduced into the educational process, which, through real experiences and search activity, would encourage students to consciously identify spiritual values in their daily lives; developing spiritual formation techniques among teachers, supervisors through purposeful theoretical and methodological training, scientific and methodological support of the educational process.

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