

ABSTRACT

of the dissertation work for the degree of Doctor of Philosophy (PhD)
specialization 6D010200 – “Pedagogy and methods of primary education”

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**on the topic: “Pedagogical conditions of forming pre-service primary
teachers' spiritual culture”**

Relevance of the research.

The expansion of globalization processes, the influence of global cultural trends, and the rapid development of the Internet and digital communications exert a profound and multifaceted impact on the socio-cultural development of Kazakhstani society.

On the one hand, these processes increase the openness of society and expand opportunities for educational and cultural exchange; on the other hand, they lead to the intensification of spiritual and moral crisis phenomena due to the prioritization of material values and the weakening of the functional role of traditional institutions of upbringing. Under such conditions, a negative effect on the formation of value orientations and the spiritual worldview of the younger generation is observed.

In the Addresses of the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, for 2022–2024 (“New Kazakhstan: The Path of Renewal and Modernization”, “A Just State. A Unified Nation. A Prosperous Society”, “A Just Kazakhstan: Law and Order, Economic Growth, and Public Optimism”), the renewal of the system of moral values of society, including the spiritual and moral dimension of education, is defined as a strategic task conditioned by profound socio-cultural changes, which impose new requirements on all levels of the education system, especially on the content of teacher training.

In modern conditions, a teacher acts not only as a specialist ensuring the formation of knowledge and the development of competencies, but also as a personality with a high level of professional responsibility, capable of guiding the personal and spiritual development of learners. These requirements are reflected in the Law of the Republic of Kazakhstan “On Education,” which emphasizes the formation of a learner’s personality based on national and universal human values. In this regard, improving the content of teacher education is considered one of the urgent tasks of pedagogical science.

At the same time, in the context of societal renewal, the formation of a conscious, educated, and spiritually mature personality becomes one of the key objectives of the education system, as reflected in strategic state documents. In particular, the Concept for the Development of Higher Education and Science for 2023–2029 prioritizes strengthening the spiritual and moral component of higher education, while the Concept for the Development of Preschool, Secondary, Technical, and Vocational Education for 2023–2029 emphasizes the importance of educational content aimed at preserving and developing national spiritual values.

In a constantly changing socio-cultural environment, the design and implementation of an effective pedagogical system are impossible without

professionally trained, socially active, and spiritually responsible specialists. Therefore, the training of teachers in higher education institutions who are capable of performing their professional duties at a high level is considered a strategic priority. This position is reflected in the requirements of state compulsory standards of higher and postgraduate education, where special emphasis is placed on competencies based on spiritual and moral values and social responsibility.

Value orientations also occupy a leading position in general education. State standards at all levels of education regulate the development of educational content on a value-based foundation, thereby emphasizing the role of the spiritual culture of primary school teachers in shaping human capital and the personal potential of younger students.

The document “On Certain Issues of Pedagogical Ethics” defines requirements for teachers’ professional behavior, their moral and spiritual image, and social responsibility. In addition, the Concept for the Modernization of Pedagogical Education of the Republic of Kazakhstan (December 8, 2022) comprehensively addresses issues of teacher training quality, emphasizing the importance of forming teachers’ personal qualities. At the present stage, the requirements for teachers are not limited to professional qualifications but also prioritize their personal maturity and spiritual stability. These provisions are reflected in the Law of the Republic of Kazakhstan “On the Status of a Teacher,” which defines the teacher’s mission as a bearer of moral and ethical values.

In this regard, the problem of modernizing the system of training future teachers in higher education institutions becomes particularly relevant. The professional standards for teachers, approved by Order No. 31 of the Minister of Education of the Republic of Kazakhstan dated February 25, 2025, specify the requirements for the professional and personal qualities of future teachers, the level of which directly affects the effectiveness of the educational process. In this context, the unified educational program “Adal Azamat,” introduced into school practice, contributes to the formation of students’ value orientations. Consequently, a sufficient level of development of the spiritual culture of teachers implementing this program is one of the key conditions for its successful implementation.

The analysis and generalization of the above-mentioned regulatory documents and strategic initiatives convincingly demonstrate the scientific and pedagogical relevance of the problem of forming the spiritual culture of future primary school teachers.

It is generally recognized that primary school is a crucial stage in the formation of a child’s personality and value orientations; therefore, the primary school teacher is considered a key socio-cultural agent shaping the worldview and moral attitudes of learners. Based on this mission, modern educational policy in Kazakhstan places special emphasis on the development of teachers’ spiritual culture. In presidential addresses, state standards, concepts, and programs, the formation of the spiritual culture of pre-service primary school teachers is defined as a strategically significant state task aimed at the spiritual development of the younger generation.

From this perspective, the relevance of the research topic is determined in close connection with national priorities and modern requirements aimed at strengthening the educational potential of the education system and ensuring the priority of spiritual values in the educational process, which we consider as one of the key factors in improving the quality of teacher training.

In this context, the theoretical substantiation of the relevance of the research topic related to the formation of the spiritual culture of pre-service primary school teachers, in accordance with the logic of the study, requires defining its goals and objectives, designing a theoretical model, identifying pedagogical conditions, and developing a methodology for their implementation.

These provisions constitute the methodological basis for organizing a pedagogical experiment.

Degree of scientific development of the research problem.

An analysis of philosophical, psychological, and pedagogical scholarship by domestic, near-abroad, and international scholars on the investigated problem demonstrates that the phenomenon of spiritual culture and the issues pertaining to the spiritual preparation of prospective teachers within the professional-personal dimension have been examined across diverse historical periods and within various scientific paradigms. The multifaceted nature of this problem has permitted its exploration from philosophical, psychological, and pedagogical perspectives, thereby constituting a significant methodological foundation for the present study.

The conceptualization of "spiritual culture" is intrinsically linked to the historical development of philosophical thought. Representatives of ancient philosophy, such as Socrates, substantiated the ideas of moral knowledge and self-cognition; Plato regarded spiritual values as a prerequisite for the inner harmony of the personality, while Aristotle associated the attainment of human happiness with perfection achieved through virtue and reason. In Eastern philosophy, the teachings of Confucius are oriented toward the formation of moral and social responsibility in the individual. For the purposes of this research, these provisions serve as a basis for interpreting spiritual culture as a complex phenomenon that determines an individual's inner world, value orientations, and behavioral dispositions.

In classical and modern philosophy, spiritual culture has been investigated within the context of human freedom, moral law, and the internal logic of cultural development. In this tradition, the works of I. Kant, J. G. Herder, and G. W. F. Hegel enable the examination of spiritual culture within the framework of historical and cultural processes. Within the philosophy of life, A. Schopenhauer, F. Nietzsche, W. Dilthey, and G. Simmel interpreted spiritual culture through the prism of personal life experience and meaning-oriented orientations, whereas in the philosophy of history, O. Spengler, A. Toynbee, and N. Ya. Danilevsky regarded this concept as a determining factor in civilizational development.

The axiological and social content of spiritual culture has received comprehensive elaboration in the works of foreign philosophers N. A. Berdyaev, V. S. Solovyov, V. V. Zenkovsky, and P. Adler, as well as in the research of domestic philosophers Zh. M. Abdildin, A. N. Nysanbaev, D. K. Kishebekov, M. S.

Orynbekov, K. S. Abishev, Zh. Altaev, T. Kh. Gabitov, and S. E. Nurmuratov. In the works of these scholars, spiritual culture is conceptualized as "a complex socio-cultural phenomenon that determines the existential meanings of the personality, its value orientations, and social responsibility."

In psychological research, the concept of spiritual culture is examined in relation to the inner development of the personality and the formation of its value orientations. Thus, in the works of classical psychologists L. S. Vygotsky, B. G. Ananiev, A. N. Leontiev, and S. L. Rubinstein, spiritual culture is regarded as a process of assimilating socio-cultural experience. A representative of contemporary positive psychology, Professor R. Emmons of the University of California, defines spirituality as "spiritual intelligence" that determines the meaning-oriented directionality of the personality, whereas K. Pargament interprets it as a resource for adaptation in crisis situations. In the research of domestic psychologists M. M. Mukanov, T. T. Tazhibayev, K. B. Zharykbayev, A. A. Aldamuratov, Kh. T. Sheriyazdanova, Zh. Y. Namazbayeva, and S. M. Zhakypov, personality development is examined through the prism of "spiritual and moral perfection, realized through national culture and social experience," which enables them to interpret spiritual culture as the inner intellectual and moral potential of the personality.

In pedagogical science, this problem is represented as the substantive and axiological core of the educational process. Its theoretical origins trace back to the humanistic ideas of J. A. Comenius and K. D. Ushinsky, which were further developed in the works of A. S. Makarenko, B. S. Gershunsky, I. P. Podlasyy, and N. E. Shchurkova. Issues concerning the formation of teachers' spiritual culture and their preparation for the spiritual and moral education of learners are elucidated in the works of A. K. Markova, L. I. Romankova, V. N. Sagatovskaya, E. I. Artamonova, and L. P. Illarionova. These studies confirm the significance of developing teachers' spiritual culture.

Within the heritage of Eastern and Kazakh thinkers, spiritual culture is examined in the context of the ideas of the "perfect human being" and the "virtuous society." In the works of Al-Farabi, J. Balasagun, K. A. Yassawi, and M. Kh. Dulati, it is presented as the foundation for personality development and social harmony. Kazakh enlighteners - Y. Altynsarin, A. Kunanbayev, M. Zhumabayev, and Sh. Kudaiberdiev - associate it with national consciousness, moral responsibility, and the concept of conscience.

In international pedagogical discourse, this problem is addressed within the framework of value-oriented education and the formation of moral dispositions in the personality.

In Kazakhstan, issues of moral education, the theoretical foundations of spiritual and moral development, as well as the education of students based on universal and national values and folk traditions, have been examined in the works of S.K. Kaliyev, S.A. Uzakbayeva, K.B. Zharykbayev, A.K. Tabyldiyev, Sh.M. Maygaranova, E.A. Orynbasarova, K. Boleyev, S. Gabbasov, L.A. Baiserke, K.K. Shalgynbayeva, R.K. Toleubekova, A.A. Kalyuzhny, K.Zh. Kozhakhmetova, U.M. Abdigapparova, S.K.

Abildina, K.T. Ybyraimzhanov, D.N. Kinitayeva, N.A. Aidnaliyeva, B.Ya. Makhamedova, A.K. Demeuov, A.I. Akhmetova, G.B. Ospanova, A.T. Utebayeva, Z.Zh. Aidzhanova, G.A. Yergaliyeva, A.S. Yelemesova, G.A. Kaibuldayeva, A.K. Kapliyeva, A.A. Tautenbayeva, R.Zh. Shaltayeva, N.S. Alkozhaeva, S.I. Sannikova, Z.A. Kulsharipova, S.A. Nurzhanova, S.A. Sadykova, D.K. Omarova, G.A. Omarova, S.A. Kassenova, M.F. Bekbayeva, and others. The conclusions formulated in these studies made it possible to examine and clarify the priority directions and theoretical guidelines of our research.

The results of the conducted scientific-theoretical analysis indicate that the problem of forming the spiritual culture of future primary school teachers, as an independent object of scholarly inquiry, remains insufficiently studied and has not received comprehensive examination. The study has established that a number of conceptual and methodological questions related to the content and structure of this process remain unresolved. Under conditions of rapidly progressing socio-cultural transformations, the need to develop the spiritual culture of future primary school teachers has acquired the status of a priority direction within the state's social mandate. In this regard, the present research, aimed at the theoretical and methodological substantiation of the formation of spiritual culture among prospective primary school teachers, addresses a pressing pedagogical problem of contemporary significance.

As a result of the conducted analysis and comprehensive conceptualization of the research problem, a contradiction has been identified between the objective necessity of forming the spiritual culture of future primary school teachers and the absence of a validated methodology and pedagogical conditions for its systematic development within the educational process of higher education institutions.

These identified contradictions have determined the research problem, which consists in the necessity of identifying effective methods and means for forming the spiritual culture of future primary school teachers in accordance with the requirements of modern education. This circumstance has substantiated the choice of the dissertation topic: "**Pedagogical conditions of forming pre-service primary teachers' spiritual culture**".

The aim of the research is to provide a theoretical justification of the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers and to experimentally verify the effectiveness of the methodology for their implementation in the pedagogical process of a higher education institution.

The object of the research is the pedagogical process of a higher education institution.

The subject of the research is the spiritual culture of pre-service primary school teachers.

The research hypothesis: if the developed methodology for implementing the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers is introduced into the pedagogical process of a higher education institution, then the level of spiritual culture development among future

primary school teachers will increase, as the integrity and systematic nature of this process will be ensured.

To achieve the research aim and to test the proposed hypothesis, the following research objectives were defined:

- to reveal the theoretical and methodological foundations for the formation of the spiritual culture of pre-service primary school teachers and to clarify the essence of the concepts “spiritual culture” and “spiritual culture of a pre-service primary school teacher”;
- to identify and scientifically substantiate the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers;
- to develop a theoretical model for the formation of the spiritual culture of pre-service primary school teachers and to determine the criteria, indicators, and levels of its development;
- to develop a methodology for implementing the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers and to experimentally verify its effectiveness in the pedagogical process of a higher education institution.

The central idea of the research is that the formation of the spiritual culture of pre-service primary school teachers is a crucial condition for ensuring the spiritual development of the younger generation.

Methodological and Theoretical Foundations of the Research

1. Methodological Foundations

The methodological framework of the study is constituted by the general dialectical theory of personality development, the principles of epistemology, and a system of axiological approaches. The subject-specific methodology of the research is defined by four interrelated theoretical approaches:

- Culturological approach – substantiates the socio-cultural determinacy of spiritual culture and its national-global character;
- Ethno-pedagogical approach – provides mechanisms for integrating the heritage of national upbringing with the content of contemporary education;
- Personal-activity approach – explains the spiritual development of prospective teachers through their subjective agency and reflective practice;
- Axiological approach – determines the value-oriented directionality of the pedagogical process based on moral ideals and professional-ethical norms.

2. Theoretical Foundations

The theoretical basis of the research draws upon the following scientific approaches and conceptual frameworks:

- Systems approach (V.G. Afanasyev, I.V. Blauberg, V.N. Sadovsky, E.G. Yudin) – substantiates the consideration of pedagogical phenomena as integral systems;
- Activity approach (A.N. Leontiev, S.L. Rubinstein, P.Ya. Galperin) – interprets personality development as a process actualized through purposeful activity;

– Person-centered approach (I.S. Yakimanskaya, V.V. Serikov, E.V. Bondarevskaya) – substantiates the prioritization of the individual's subjective position within the educational process.

Furthermore, the study incorporates theories of person-oriented education, humanization of upbringing, and the holistic pedagogical process, alongside fundamental philosophical and psychological-pedagogical scholarship that elucidates the essence of the research problem.

Research sources include: legislative and regulatory documents governing the education system of the Republic of Kazakhstan; scientific studies by domestic and foreign scholars—philosophers, educators, and psychologists—revealing the essence and content of the problem under study; instructional, methodological, and scientific literature; research articles; as well as pedagogical and research experience.

Research Methods:

– *theoretical methods*: analysis, comparison, generalization and systematization, content analysis, and modeling;

– *empirical methods*: a set of psychological and pedagogical methods, including questionnaires, testing, pedagogical observation, analysis of activity products, and pedagogical experiment (ascertaining, formative, and control stages);

– *methods of mathematical statistics*: qualitative and quantitative analysis of statistical parameters (Pearson correlation coefficient, Cronbach's alpha coefficient), and data visualization methods.

Stages of the research:

The first stage (2018–2020) was the theoretical and exploratory stage. A theoretical analysis of philosophical, psychological-pedagogical, scientific, educational, and methodological literature, as well as regulatory and legal documents related to the research problem, was conducted. The main directions of the dissertation research were identified, the scientific framework was formulated, and the key concepts were clarified. The criteria and indicators for the formation of the spiritual culture of future primary school teachers were determined and substantiated. An ascertaining experiment was conducted, and its results were analyzed and systematized.

The second stage (2020–2023) was the experimental stage. A theoretical model for the formation of the spiritual culture of future primary school teachers was developed, pedagogical conditions were identified, and a methodology for their implementation was designed. In order to verify the research hypothesis, a formative experiment was conducted, during which the developed methodology was tested and approbated.

The third stage (2024–2025) was the final analytical stage. All stages of the pedagogical experiment were completed, and the empirical data obtained were subjected to mathematical and statistical processing. The results were systematized through comparative analysis. The conclusions of the study were formulated, and recommendations for their implementation in educational practice were developed. The research findings were presented in the form of a dissertation in accordance with the established requirements.

Scientific novelty of the research:

- based on a theoretical and methodological analysis of the formation of the spiritual culture of pre-service primary school teachers, the essence of the concepts “spiritual culture” and “spiritual culture of pre-service primary school teachers” has been clarified;
- the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers have been identified and scientifically substantiated;
- a theoretical model for the formation of the spiritual culture of pre-service primary school teachers has been developed, and the criteria, indicators, and levels of its development have been determined;
- a methodology for implementing the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers has been developed and its effectiveness has been experimentally verified in the pedagogical process of a higher education institution.

Practical significance of the research:

The practical significance of the research is determined by the results of the pedagogical experiment, which confirm the effectiveness of the methodology for implementing pedagogical conditions aimed at the formation of the spiritual culture of pre-service primary school teachers, as well as by the content of instructional and methodological materials introduced into the pedagogical process of a higher education institution, including:

- the elective course “Fundamentals of the Spiritual Culture of the Future Primary School Teacher” for future primary school teachers (working curriculum – SYLLABUS);
- an electronic lecture course and multimedia presentations for the elective course “Fundamentals of the Spiritual Culture of the Primary School Teacher” (agreements on the use of official works No. 709, No. 710; copyright agreements for electronic lectures and multimedia presentations No. 5170, No. 5172, No. 5516);
- the electronic textbook “Fundamentals of the Spiritual Culture of the Primary School Teacher” (certificate of inclusion in the State Register of Copyright-Protected Objects No. 27164, No. 27165);
- the elective course “Theory and Methodology of Value-Oriented Education” (working curriculum – SYLLABUS);
- additions to the content of the academic disciplines “Pedagogy” and “Ethnopedagogy” (working curriculum – SYLLABUS);
- the computer program “Value Orientations of Future Primary School Teachers: A Reflective Diary” (certificate of inclusion in the State Register of Copyright-Protected Objects No. 66672);
- the computer program “Collection of Pedagogical Cases and Creative Tasks” (certificate of inclusion in the State Register of Copyright-Protected Objects No. 69751);
- the extracurricular program “Palace of Spiritual and National Values”;
- the spiritual and educational Instagram page “Rukhani Syr–Sandyq” (https://www.instagram.com/ruhani_syr_sandyq).

Research base: Non-profit Joint Stock Company “Karaganda National Research University named after Academician E.A. Buketov”, Non-profit Joint Stock Company “Zhetysu University named after Ilyas Zhansugurov”.

Validity and reliability of the research results are ensured by the scientific substantiation of the conclusions, the consistency of the applied theoretical and methodological provisions with established academic requirements, and the logical coherence of the research framework. In addition, the reliability of the study is confirmed by the comprehensive use of scientific and pedagogical methods adequate to the object and objectives of the research, the consistent quantitative and qualitative analysis of the data obtained during the pedagogical experiment, as well as the approbation and implementation of the results in the pedagogical process of higher education institutions.

Provisions submitted for defense:

Proposition 1. Based on the theoretical and methodological analysis of the relationship between the concepts of “culture” and “spirituality” the concept of “spiritual culture” has been clarified at the general scientific level as an integrative quality of personality that reflects the systemic unity of worldview perspectives, spiritual and moral values, and moral-ethical attitudes manifested in activities grounded in social responsibility.

At the professional and applied level, that is, within the context of professional teacher training, the “spiritual culture of the future primary school teacher” is defined as a professionally significant personal quality integrating spiritual values, worldview perspectives, professional ethical norms, and moral attitudes that determine the content and orientation of pedagogical activity.

Provision 2. The pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers include:

- ensuring a sustained interest of pre-service primary school teachers in the content of spiritual culture;
- enhancing the educational potential of pedagogical disciplines through the integration of national and spiritual-moral values into their content;
- organizing reflective and creative activities based on the conscious comprehension and evaluation of the spiritual culture of pre-service primary school teachers.

Provision 3. A theoretical model for the formation of the spiritual culture of pre-service primary school teachers, which includes target, methodological, content, activity-based, and result-oriented components, as well as a system of criteria and indicators that make it possible to determine the levels of development of motivational-value, cognitive, and reflective-activity components of their spiritual culture.

Provision 4. A methodology for implementing the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers, which incorporates the following instructional and methodological materials:

- the elective course “*Fundamentals of the Spiritual Culture of a Primary School Teacher*”, aimed at systematizing theoretical knowledge and developing practical skills;
 - an electronic lecture course, multimedia presentations, and an electronic textbook (software) developed as methodological support for the above course;
 - the elective course “*Theory and Methodology of Value-Oriented Education*” to consolidate methodological and practice-oriented skills;
 - additions to the content of the disciplines “*Pedagogy*” and “*Ethnopedagogy*” for integrating spiritual-moral, national, and professional-ethical values into teacher education;
 - the computer program “*Value Orientations of Pre-service Primary School Teachers: A Reflective Diary*” for analyzing value orientations and self-assessment;
 - the computer program “*Collection of Pedagogical Cases and Creative Tasks*” for organizing reflective and creative activities;
 - the extracurricular program “*Palace of Spiritual and National Values*” for analyzing spiritual and national values and correlating them with professional experience;
 - the educational Instagram page “*Rukhani Syr–Sandyq*”, designed to support the comprehension of the content of spiritual culture (content plan and collection of interactive tasks).

The results of the pedagogical experiment confirm the effectiveness of the methodology for implementing the pedagogical conditions for the formation of the spiritual culture of pre-service primary school teachers.

The phased approbation of the methodology contributed to the development of the spiritual culture of pre-service primary school teachers and fully confirmed the research hypothesis.

Approbation and implementation of the research results.

The results of the study are reflected in 14 scientific publications, including:

In journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan (CQASHE) – 5:

- Toraihyrov University Bulletin, Pedagogy Series (2021, 2025);
- Science and Life of Kazakhstan (2019);
- Bulletin of the Kazakh National Women’s Pedagogical University (2019);
- Yasawi University Bulletin, Pedagogy and Teaching Methods Series (2025).

In international journals indexed in the Scopus database – 2:

- Journal of Intellectual Disability – Diagnosis and Treatment (Canada, 2020);
- International Journal of Children’s Spirituality (United Kingdom, 2025).

In publications indexed in the Russian Science Citation Index (RSCI) – 1 (Samara, 2018).

In proceedings of international scientific and practical conferences – 6.

In addition, 2 software programs (registered as computer programs) have been developed and published.

Structure of the dissertation: The dissertation consists of an introduction, two chapters, a conclusion, a list of references, and appendices. The total volume of the work is 200 pages, including 171 references, 28 tables, and 19 figures.