Training of future social pedagogue for spiritual and moral development of students

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ABSTRACT

Theoretical analysis of psychological and pedagogical training for further psychological and moral development of individuals allow a conclusion that the most productive way to the formation of social teachers to the spiritual and moral development of old-fashioned sciences are anthropological, personality-active; axiological, subject-active; metaproject and system approaches. With the educational tools, psychological-pedagogical training of the social pedagogy for the spiritual-moral development of the advanced school can be defined as a process of developing the professional and personal qualities of the master of the basic education in the spiritual and moral development of the spiritual world. The problem of psychological and pedagogical readiness of the future social pedagogue to the spiritual and moral development of high-school student should be considered in the context of holistic manifestation of all aspects of his personality. In this regard, one of the most urgent tasks is to identify the professional and personal characteristics that influence the readiness of the future social pedagogue already at the stage of training at the Institution of Higher Education. Analysis of different definitions of “readiness” allowed for the description of the characteristics of the given concepts - the personality form of interpretations, the system of integrative properties, the quality and the experience of the personality, the knowledge of the theoretical and practical readiness, and the personalizations of the professions. Therefore, the result of the training we consider the psychological and pedagogical readiness of the future social teacher for the spiritual and moral development of schoolchildren, which is characterized as a dynamic, integrative characteristic of the personality, including personal and professional readiness, and is an interrelated set of motivational, cognitive, professional and personal, reflective activity components.

INTRODUCTION

Introduce the problem

Preparation of the future social pedagogue under the conditions of higher education is a complex process. This process was characterized by the tendency of transition from the educational and disciplinary to the personal paradigm of educational activities focused on the development of the future social pedagogue at the Institution of Higher Education as a subject of spiritual and moral, professional and personal self-development, which will enable, in our view, to create the optimal conditions for the spiritual and moral development of...
students at school.

**Explore importance of the problem**

At the same time, the basis of psychological and pedagogical training of the future social pedagogue should be capability for conscious spiritual and professional growth, responsibility for activities in the formation of students’ worldview and behavioral guidance through the prism of universal human values, development of their need for creative self-realization.

**Describe relevant scholarship**

Uznadze (1991) considered the term "attitudes of the personality" as its overall readiness. These studies were analyzed and developed by Asmolov (1984). Levitov (1984) characterized the "readiness" as "availability of certain capabilities by subject". Kandybovich (1996) understood readiness as "synthesis of the properties of personality and its purposeful expression". The Kazakhstani scientist Yermentayeva (2012) considered the psychological readiness as the readiness for self-realization and self-actualization.

Dyachenko (1976), Sanjeeva (1997) and Uznadze (1991) and other scientists considered the readiness for activity as "quality of the personality, which included a set of special knowledge, skills, capabilities and attitude of mind for certain actions, and in the context of person-oriented paradigm as the most important educational competence".

Levitov (1969) and Ponukalin (1994) considered the readiness, depending on the activity of subject, attitude towards the conditions of this activity, as multi-level formed and foreseeable personal education, which has a specified purpose for the targeted development of the individual. Levitov (1969) highlighting the understanding of motives and needs in specific activity, noted the relationship of readiness and positive attitude of the subject towards the activity.

Thus, the readiness for a certain type of activity can be considered as availability of personal qualities, theoretical knowledge, practical skills and abilities by the future specialist which allow successfully perform the educational and professional tasks and functional responsibilities. Theoretical readiness for activity meant a set of information about the profession, professional knowledge, motivation of the personality, knowledge of professionally important qualities, own fitness for a particular kind of activity. Theoretical and practical readiness for activity was interdependent, and their division is conditional.

We may identify the value-motivational, cognitive, professional and personal, reflexive-activity part of readiness of the future social pedagogue for the spiritual and moral development of high-school students with due regard for the studies of scientists on the structure of the holistic personality (Abulkhanova-Slavskaya, 1999; Leont’ev, 2005; Rubinstein, 2003, 2012); methodological versions of the composition and structure of readiness for professional activity (Slastenin, 1997; Serikov, 1998).

Presented structure of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students was the result of professional pedagogical and special psychological training of the future social pedagogue.

Summarizing the foregoing, we were presenting the two main components of the development of psychological and pedagogical readiness of the future social pedagogue during the period of study at the Institution of Higher Education: personal and professional. When we considered the personal component of readiness, we were talking about the students’ own activity in the spiritual and moral development of their personality. When we considered the professional (operational and technical) component of readiness of the future social pedagogue, we were talking about the students’ readiness for the formulation and solution of educational and professional tasks, that is the readiness for professional activity, namely; the activity on spiritual and moral development of high-school students.

**State hypotheses and their correspondence to research design**

Theoretical analysis of various approaches to the interpretation of “readiness” concept has allowed us to single out the common in the characterization of this concept – it is the personal form of interpretation of the content of education, the system of integrative properties, qualities and experience of the person having the signs of general theoretical and methodological readiness, and personal readiness for professional work. At the same time, the readiness has a certain specific character - professional skills and abilities, and democratic style of their implementation, practice-oriented experience of activities, reflection of professional work.

The process of training of the future social pedagogue for spiritual and moral development of high-school students involved the creation of the following conditions in the educational-bringing-up process of Institution of Higher Education which are directly focused on its specificity:

- Disclosure of the essence of psychological and
pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students and definition of its structural components.

- Development of special course and training program on formation and development of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students.

System approach in considering the psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students offered our orientation to the disclosure of its integrity and ensures his integrity of mechanisms and identification of the links between the components of this readiness and leads them into a single theoretical picture (Figure 1). This means that the psychological and pedagogical readiness of the future social pedagogue for moral and spiritual development of high-school students has the features that characterize the integrity of the student personality contributing to the productivity of the future professional activity.

METHODS

Research model of the training of social teachers for the spiritual and moral development of high school students

Complex impact involves the implementation of a comprehensive program for the development of psychological and pedagogical readiness of future social teachers to the spiritual and moral development of high school students. This complex program consists of two components:

- An elective course aimed at forming and developing the desire of future social teachers to spiritual, moral and professional self-improvement, to develop an understanding of the spiritual and moral depth of the content of the “Self-Knowledge” NDO Program;
- A training program for the development of the psychological and pedagogical readiness of future social teachers for the spiritual and moral development of high school students.

The aim of the elective course “Psychological and Pedagogical Foundations of the Technique of Self-Knowledge” is the formation and development in students of the psychological and pedagogical readiness for the spiritual and moral development of high school students. The content of the elective course includes the study of the main problems:

- Psychological and pedagogical foundations of the technique of self-knowledge;
- The spiritual heritage of Kazakhstan as the basis of self-knowledge of the high school student's personality;
- Psychological and pedagogical foundations of the development of spiritual and moral upbringing of a high school student focused on universal human values.
- Diagnostics of spiritual and moral upbringing of high school students in the framework of the implementation of the program of moral and spiritual education “Self-knowledge”.

A training program aimed at developing of such professional and personal qualities, reflective abilities and skills of organizing activities for the spiritual and moral development of a person as:

- Empathic abilities;
- The ability to empathize as the communicative property of a person, allowing to create an atmosphere of openness, trust and sincerity;
- Qualities to create an atmosphere for a positive information and energy exchange;
- Ability to navigate in time, contributing to the understanding of the existential value of life “here and now”, the importance of the feeling of the present moment;
- Ability to navigate in the life of the values of a self-actualizing personality (according to Maslow, truth, goodness, integrity, uniqueness, perfection, justice, order, beauty and others);
- Contact as a personality trait to establish sincere and harmonious interpersonal relations (trust in people, honesty, benevolence, striving for harmonious being);
- Adherence to non-judgment principles; the presence of qualities of self-actualizing personality (creativity, spontaneity, autonomy, self-understanding, auto-sympathy, flexibility);
- Reflection, ability to self-analyze and evaluate the spiritual and moral development activities of high school students;
- Skills to make adjustments to further activities on the spiritual and moral development of high school students;
- Skills and abilities to perform the totality of duties, moral norms, experience governing the performance of professional duty;
- Skills of planning and determining the content of social and educational work on the spiritual and moral development of high school students.
- Structure of psychological and pedagogical readiness of the future social pedagogue and methods of research.
Stage 1. Defining the goals, principles and approaches of psychological and pedagogical training of social teachers for the spiritual and moral development of high school students.

Aim: Psychological and pedagogical training of social teachers for the spiritual and moral development of high school students.

Purposes:
1. Forming the motivation of future social teachers to the spiritual and moral development of high school students.
2. Development of personal and professional-important qualities necessary for the implementation of the activities of spiritual and moral development of high school students.
3. Implementation of the monitoring of psychological and pedagogical readiness of future social teachers to the spiritual and moral development of high school students.

Approaches: anthropological, personality-active; axiological, subject-active; metaproject and system approaches системный.

Principles: humanistic; principle of subject-subject relations; multiculturalism; principle of tolerance; dialogue.

Stage 2. Implementation of the substantive component of the preparation process.

Theoretical and methodical, special training (a cycle of psychological and pedagogical disciplines, special disciplines).

Comprehensive program of psychological and pedagogical training of future social teachers (elective course, training program).

Practical training (psychological-pedagogical workshop).

Figure 1. Model study of the training of social teachers for the spiritual and moral development of high school students.
Figure 1 - Model study of the training of social teachers for the spiritual and moral development of high school students.

Stage 3. Definition of methods, tools, forms that ensure the training process, awareness of the importance of training future social teachers on the basis of pilot organizations.

**Methods:** Lecture report, problem lecture, training, exercises, conversation, simulation of situations, dialogue, field practical training in a pilot school, etc.

**Tools:** materials and technical base, scientific and theoretical knowledge, educational and methodical and scientific literature.

**Forms:** group and individual discussion, work in pairs, survey, drawing, schematic, projection, filling in tables, reflexive essay, etc.

**Methodical activities:** Participation in training seminars, in the work of the pedagogical council and round tables, meetings of the methodological council on the problems of spiritual and moral development of high school students.

Stage 4. Conduct input and output readiness of diagnostics.

**The main requirements for the selection of diagnostic tools:** compliance with the goals and objectives of the study, ensuring the optimal selection of the number of methods, justification of the chosen methods, the selection and systematization of methods for processing and analyzing primary data, taking into account the ratio of complementary methods.

Stage 5. Analysis and synthesis of diagnostic results.

**The basic requirements for interpreting the source data:** the correspondence of the information received to the expected results, high-quality digitization of the signs and interpretation of the results, the compliance of the tools with the objects, the variety of information sources, the technological effectiveness of measuring and analyzing the results, correctness, consideration of the circumstances of the research, summing up, presentation of the main results, identification of problems requiring further permission.

Stage 6. Qualitative and quantitative characteristics of psychological and pedagogical readiness using computer processing.

**READINESS CRITERA**

<table>
<thead>
<tr>
<th>Motivational and valuable component</th>
<th>Cognitive component</th>
<th>Professional and personal component</th>
<th>Reflective and activity component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological and pedagogical readiness of future social teachers for the spiritual and moral development of high school students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Model study of the training of social teachers for the spiritual and moral development of high school students.
**Psychological and pedagogical readiness of the future social pedagogue**

This is a sophisticated system, including a great many different qualitative elements and links, which have a structure that provides the nature of links between its elements and their coordinated functioning.

Each component has a specific set of complementary associated indicators and own logic of development as a developing system. Given the specific character of psychological and pedagogical readiness of the future social pedagogue for spiritual and moral development of high-school students, we consider the following its structural components (Table 1).

**RESULTS**

**Diagnostic card of motivational and valuable component in the structure of readiness of the future social pedagogue**

Motivational component represented a system of interests, motives, needs, attitudes towards the spiritual and moral, professional self-improvement, and also includes a commitment of the personality to the universal human values. General result of diagnostics of the level of development of motivational component in the structure of psychological and pedagogical readiness of the future social pedagogue can be traced in the diagnostic card (Table 2).

**Diagnostic card of cognitive component in the structure of readiness of the of the future social pedagogue**

Cognitive component of psychological and pedagogical readiness of the future social pedagogue is the foremadness of the system of integrated knowledge and skills necessary for his professional activity as a social pedagogue.

**Understanding of spiritual and moral depth of human values**

Basic human values in social and pedagogical activity (Reschke, 2014) are optimism, humanism, human being as the highest value, the human right to life, personal dignity, charity, tolerance, communication, respect for the child's personality and protection of the rights of the child (Kharlamova, 2018).

Referring to the research of Rubinstein (2003, 2012), the result of the interiorization of universal values is "the formation of internal aspirations that meet moral requirements, from which, in order of regularity, moral behavior would follow". Thus, the transformation of the personality of the social pedagogue, her self-improvement will be realized only when the general human values are internalized into internal personal structures as attitudes and beliefs which in turn, affect the self-organization of the behavior of social educators in various socio-cultural, professional and life situations. The psychological mechanism of interiorization of universal values contributes to self-improvement, personality transformation (LS Vygotsky, J. Piaget).

From the principle of correlation of morality with the integrity of consciousness, it can be followed that integrity takes place only when the available consciousness goes beyond its borders, that is, we are talking about the expansion of consciousness. Therefore, the internalization of human values is inherently related to personal transformation. Transformation or self-improvement of personality can be a guarantor and a reliable step towards preserving its integrity, which contributes to the provision of a common philosophy of life, and serves as an integrating and stabilizing force that sets the context for explaining the meaning of life.

In this regard, the transformation of the social pedagogue, his self-improvement will be realized in the conditions of conscious search for the values that are prior to him. The values on which the social pedagogue is oriented have a regulating and integrating property in the structure of his consciousness. The high level of development of the moral consciousness of the social pedagogue is manifested in his orientation not to external but to internal behavioral regulators (Bozhovich, Konnikova, 1975).

The main psychological mechanism for the development of the moral consciousness of a social teacher, we consider his state of readiness (setting) to practice universal values in professional and daily life, that is, with the internalization of universal values (Akhmetova et al., 2016).

Cognitive component of psychological and pedagogical readiness comes down to the ability of mastering of the knowledge by the future social pedagogue in the field of pedagogy, psychology, methodology and methods social pedagogy. General result of diagnostics of the level of development of motivational component in the structure of psychological and pedagogical readiness of the future social pedagogue can be traced in the diagnostic card (Table 3).

**Diagnostic card of professional and personal component in the structure of readiness of the future social pedagogue**

Professional-personal component of psychological and pedagogical readiness of the future social pedagogue is
### Table 1. Structural components, levels and indicators of psychological and pedagogical readiness of the future social pedagogue.

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Levels and indicators</th>
<th>Research methods</th>
</tr>
</thead>
</table>
| Motivational and valuable component    | Aspiration for spiritual and moral, and professional self-improvement   | High level - availability of aspiration for the personal (spiritual and moral) and professional self-knowledge and self-improvement:  
- Availability of the need to follow the universal spiritual human values and self-knowledge;  
- Availability of the motive for improvement of own moral character, spiritual world, development of moral qualities, performance of conscious moral choice;  
- Availability of the motive for professional and personal improvement;  
- Availability of the motive for acquisition of special knowledge, perception of the content of activity of social pedagogue. | 1. Methodology to determine the main motives for selection of profession developed by E. M. Pavlyutenkov  
2. Questionnaire for students on understanding of the essence of universal human values developed by Mukazhanova (2016) and G. A. Omarova |
| Cognitive component                    | Understanding of spiritual and moral depth of human values               | High level of understanding spiritual and moral depth of human values:  
- Availability of knowledge on psychological and pedagogical bases of teaching of human values;  
- Availability of knowledge on instructional technique for development of positive thinking;  
- Availability of knowledge on formation of spiritual and moral outlook and behavioral orientations of high-school students through the prism of universal human values (formation of holistic view of the world by the high-school students). | Test to determine understanding of spiritual and moral depth of the content of “Self-knowledge” NDO Program |
| Professional and personal component    | Development of professionally important personal qualities              | High level of development of professionally important and personal qualities:  
- Availability of empathic capabilities;  
- Availability of penetration capability in empathy as the communicative property of the person, allowing creating the atmosphere of openness, confidence and sincerity;  
- Availability of qualities to create the atmosphere for positive information and energy exchange;  
- Availability of capability to orientate in time facilitating the understanding of existential value of life “here and now”, and importance of the feeling of the present moment;  
- Availability of capability to orientate in life by the values of self-actualizing personality (according to Maslow - truth, goodness, integrity, uniqueness, perfection, justice, order, beauty, and others);  
- Availability of in-touch capabilities as the property of the person to establish sincere and harmonious interpersonal relationships (trust in people, honesty, kindness, commitment to harmonious existence);  
- Availability of commitment to the principles of non-judgment;  
- Availability of qualities of self-actualizing personality (creativity, spontaneity, autonomy, self-understanding, auto-sympathy, flexibility). | 1. Methodology of diagnostics of the level of empathic capabilities by Boyko (2001);  
2. SAMOAL by Maslow. |
| Reflexive and active component         | Development of reflexive skills and abilities of organization activity on spiritual and moral development of the students | High level of development of reflexive skills for organization of activity on spiritual and moral development of the personality:  
- Availability of self-reflection, skills for independent analysis and evaluation of activity on spiritual and moral development of high-school students;  
- Availability of skills for making adjustments into the further activity on spiritual and moral development of high-school students;  
- For madness of skills to implement a set of duties, moral norms, experience, regulating the implementation of professional duty;  
- For madness of skills to develop spiritual and moral qualities of high-school students, recognize the motives of their behavior and actions (skills to solve pedagogical problems, for example, to create a positive emotional spirit of goodwill);  
- For madness of skills to plan and determine the content of educational work on spiritual and moral development of high-school students. | 1.Methodology of diagnostics of the level of reflexivity, questionnaire by Karpov (2003)  
2.Methodology to determine the readiness of the future social pedagogue to organization of spiritual and moral development of high-school students  
3.Methodology “Reflexive essay”. |
Table 2. Diagnostic card of motivational component in the structure of readiness of the future social pedagogue.

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Before an experiment</th>
<th>After an experiment</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Component</td>
<td>Aspiration for spiritual and moral, and professional self-improvement</td>
<td>Methodology to determine the main motives for selection of profession developed by E. M. Pavlyutenkov k = 4.9</td>
<td>Methodology to determine the main motives for selection of profession developed by E. M. Pavlyutenkov k = 45</td>
<td>Methodology to determine the main motives for selection of profession developed by E. M. Pavlyutenkov k = 8.5</td>
</tr>
<tr>
<td>Percent of subzero, middle and high indexes</td>
<td>Low level -33% (35 students) Middle level -67% (70 students) High level -0%</td>
<td>Low level -24% (25 students) Middle level -76% (80 students) High level -0%</td>
<td>Low level -0% Middle level -100% (105 students) High level -0%</td>
<td>Low level -0% Middle level -33% (35 students) High level -67% (70 students)</td>
</tr>
</tbody>
</table>

Table 3. Diagnostic card of cognitive component in the structure of readiness of the future social pedagogue.

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Ascertaining stage</th>
<th>Control stage</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive component</td>
<td>Understanding of spiritual and moral depth of human values</td>
<td>TEST k = 5.1</td>
<td>TEST k = 6.3</td>
<td>Test to determine understanding of spiritual and moral depth of human values</td>
</tr>
<tr>
<td>Percent of subzero, middle and high indexes</td>
<td>Low level -15% (15 students) Middle level -85% (90 students) High level -0%</td>
<td>Low level -29% (30 students) Middle level -71% (75 students) High level -0%</td>
<td>Low level -0% Middle level -100% (105 students) High level -0%</td>
<td>Low level -0% Middle level -33% (35 students) High level -67% (70 students)</td>
</tr>
</tbody>
</table>

considered as a system of professionally important and personal qualities necessary for the performance of future professional activities.

General result of diagnostics of the level of development of professional and personal component in the structure of psychological and pedagogical readiness of the future social pedagogue can be traced in the diagnostic card (Table 4).

Reflexive and activity component of psychological and pedagogical readiness of the future social pedagogue is investigated by the following methods:

- Method of diagnostic of the level of reflexivity development, questionnaire by Karpov (2003);
- "Reflexive essay" method developed by Soldatova (2013);
- Reflexive report to diagnose the readiness of the future social pedagogue to the spiritual and moral development of high-school students.

Readiness of the future social pedagogue to the organization of the spiritual and moral development of high-school students has been identified through the reflexive report, which includes 10 items of the task performance.
Table 4. Diagnostic card of professional and personal component in the structure of readiness of the future social pedagogue.

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Establishing stage</th>
<th>Control stage</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>Development of professionally</td>
<td>CG</td>
<td>EG</td>
<td>1. Methodology of diagnostics of the level of empathic capabilities by Boyko</td>
</tr>
<tr>
<td>and personal</td>
<td>important personal qualities</td>
<td>k = 4</td>
<td>k = 4.1</td>
<td>(2001);</td>
</tr>
<tr>
<td>component</td>
<td></td>
<td>k = 5.9</td>
<td>k = 8</td>
<td>2. SAMOAL by Maslow.</td>
</tr>
<tr>
<td>Mean value of index (k)</td>
<td>Low level -2% (2 students)</td>
<td>k = 5.5</td>
<td>k = 4.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle level -71% (103 students)</td>
<td></td>
<td>k = 6.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High level -0%</td>
<td></td>
<td>k = 8.6</td>
<td></td>
</tr>
<tr>
<td>Percent of subzero, middle and high</td>
<td>Low level -23% (35 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indexes</td>
<td>Middle level -67% (70 students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High level -0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Readiness of the future social pedagogue to the organization of the spiritual and moral development of high-school students.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Indicator</th>
<th>Estimation of abilities and skills (mean value of readiness)</th>
<th>Before experiment</th>
<th>After experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>EG</td>
<td>CG</td>
<td>EG</td>
</tr>
<tr>
<td>1</td>
<td>To develop the planned schedule of the extracurricular activities</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>To develop and conduct the extracurricular activities on human values</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>To develop and organize the social and pedagogical project, a charity event</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>To develop and organize kruzhkovy class in development of spiritual and moral qualities of seniors</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>To develop and provide training on development of spiritual and moral qualities of pupils of the children's village and orphanage</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>To develop the scenario of preparation for the Olympiad in the subject «Social pedagogy»</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>To participate in the scientific and methodical seminars</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>To take part in diagnostics of complete development of the identity of the senior, a level of development of spiritual and moral qualities of seniors</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>To carry out promotion of spiritual and moral education among the population</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>To prepare the reflexive essay &quot;A portrait of the social pedagogue and the reflexive report on planning and the organization of spiritual and moral education of seniors</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Average value of readiness</td>
<td>3.9</td>
<td>4</td>
<td>5.1</td>
</tr>
</tbody>
</table>

(Table 5). Each completed task is estimated as one point. And 100% qualitative completion of all 10 tasks is considered as a high rate of the readiness of the respondent to the spiritual and moral development of high-school students.

The methodology "Reflexive essay" has been used during the study of reflexive-activity component of psychological and pedagogical readiness of the future social pedagogue to the spiritual and moral development of high-school students. The following tasks and topics for reflection were proposed to the students:

- What do you mean by spiritual and moral development of a man? Expand the essence of this concept from your point of view?
- Describe the "portrait, profile" of social pedagogue. What kind of a person is he in your understanding?"

Among the students, there were also those who have given deep and detailed answers in understanding the problems of the development of spirituality. These students show a high empathy towards the other people and surrounding world, and in the period of study in the
Table 6. Diagnostic card of reflexive-activity component in the structure of readiness of the future social pedagogue.

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Establishing stage</th>
<th>Control stage</th>
<th>Methodologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflexive and active component</td>
<td>Development of reflexive skills and abilities of organization activity on spiritual and moral development of the students</td>
<td>1. Diagnostics of reflexivity k=5.4 2. Readiness of future of the future social pedagogue to organization of spiritually-moral development of senior pupils k=4</td>
<td>1. Diagnostics of reflexivity k=5 2. Readiness of future social pedagogue to organization of spiritually-moral development of senior pupils k=3.9</td>
<td>1. Diagnostics of reflexivity k=5.6 2. Readiness of future social pedagogue to organization of spiritually-moral development of senior pupils k=5.1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Components</th>
<th>Criteria</th>
<th>Establishing stage</th>
<th>Control stage</th>
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</thead>
<tbody>
<tr>
<td>Mean value of index (k)</td>
<td>Low level -15% (15 students) Middle level -85% (90 students) High level -0%</td>
<td>k=4.7</td>
<td>k=4.5</td>
<td>k=5.4</td>
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<tbody>
<tr>
<td>Percent of subzero, middle and high indexes</td>
<td>Low level -29% (30 students) Middle level -100% (105 students) High level -0%</td>
<td>k=4.7</td>
<td>k=4.5</td>
<td>k=5.4</td>
</tr>
</tbody>
</table>

Institution of Higher Education they already have a high level of spiritual and moral development. They possess a tendency to spiritual and moral perfection of their personality, understanding of harmony in the human relationships, and in everyday life they feel the value. During the ascertaining experiment, such students actively participated in the writing of the essay as they considered this process of the experiment as an opportunity for spiritual and moral self-improvement and professional growth. Thus, let's formulate the following conclusions:

- The students - future social pedagogue with a deep understanding of the problems of the spiritual and moral development of the personality realize, perceive the process of human development in general, so their professional credo - is the “development of the integrity of the personality”, and development they understand as restoration of the harmony of the human being;
- The students - future social pedagogue see the main task of the professional activity in the harmonization of the spiritual world of students.

General result of diagnostics of the level of development of professional and personal component in the structure of psychological and pedagogical readiness of the future social pedagogue can be traced in the diagnostic card (Table 6).

Identifying correlations between the motives of choice of profession, the cognitive component of readiness, reflexivity and the parameters of self-actualization

The Pearson correlation coefficient calculation formula was used to determine the correlation relationship between the motives of profession selection, cognitive component of readiness, reflexivity and parameters of self-actualization test:

$$r_{xy} = \frac{\sum(x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \times \sum(y_i - \bar{y})^2}}$$

Where, $x_i$ - is the value of the variable $x$; $y_i$ - is the value of the variable $y$; $\bar{x}$ - is the arithmetic mean of the variable $x$; $\bar{y}$ - is the arithmetic mean for variable $y$.

Let us assume the original data in Tables 7, 8 and 9, into which are introduced additional columns necessary for evaluation as per the Pearson correlation coefficient calculation formula. Table 7 shows the parameters of motives for selection of
the profession (x) and parameters of self-actualization of the personality(y).

If the change in the values of parameters of the selection motives does not lead to the regular change in the values of the parameters of self-actualization of the respondent’s personality, then it will be necessary to state that there is no correlation between these parameters, and during determination of the regular connection, that is, a positive coefficient of Pearson, then the increase in the values of the parameters of motives for selection of profession should lead to the increase in the parameters of self-actualization of the respondent’s personality. That is, the higher the level of motives, the more aspirations has a respondent to develop self-actualization qualities.

\[
\Gamma_{xy} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \times \sum(y_i - \bar{y})^2}}
\]

\[
6_x = \sqrt{\frac{200.61}{104}} = 1.4
\]

\[
6_y = \sqrt{\frac{150.32}{104}} = 1.2
\]

\[
\Gamma_{xy} = \frac{170.82}{174.72} = 0.97
\]

Thus, a positive correlation coefficient, \( \Gamma_{xy} = 0.97 \). This proves the regular connection between the parameters of the motives for selection of profession and parameters of self-actualization test (SAMOAL Maslow). Table 8 shows the test parameters to determine the understanding of the spiritual and moral depth of human values (x) and parameters of self-actualization of the personality (y).

\[
\Gamma_{xy} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \times \sum(y_i - \bar{y})^2}}
\]

\[
6_x = \sqrt{\frac{151.55}{104}} = 1.2
\]

\[
6_y = \sqrt{\frac{149.6}{104}} = 1.2
\]
Figure 2. Indicators of psychological and pedagogical readiness of respondents control and experimental groups at the beginning and end of the experiment.

![Diagram](image-url)

\[ r_{xy} = \frac{142.35}{149.76} = 0.95 \]

Thus, a positive correlation coefficient, \( r_{xy} = 0.95 \). This proves the regular connection between the test parameters to determine the understanding of the spiritual and moral depth of human values (\( x \)) and parameters of self-actualization test (\( y \)). Table 9 shows the reflexivity test parameters (\( x \)) and self-actualization test parameters (\( y \)), required to calculate the correlation dependence.

\[ r_{xy} = \frac{\sum (x_i - \bar{x}) \times (y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \times \sum (y_i - \bar{y})^2}} \]

\[ 6_x = \frac{164.27}{104} = 1.3 \]

\[ 6_y = \frac{149.6}{104} = 1.2 \]

\[ r_{xy} = \frac{143.8}{162.24} = 0.88 \]

Positive correlation coefficient, \( r_{xy} = 0.88 \). This proves the regular connection between the reflexivity test parameters and self-actualization test parameters (SAMOAL Maslow). Analyzing quantitative and qualitative interpretation of the process of formation and development of psychological and pedagogical readiness of the future social pedagogue, we have identified the dynamics of the results of this process. If, at the beginning of the experiment, the coefficient of psychological and pedagogical readiness by experimental group was equal to 4.9, then at the end of the experiment it was equal to 8.3 (Figure 2).

**DISCUSSION**

We suggest using the following indicators of time series according to the formula of Nasedkina (2007) to trace the dynamics of the process of formation and development of psychological and pedagogical readiness of the future social pedagogue before and after formative experiment:

\[ C_{eff.} = (1a+2b+3c) : 100 \quad (1) \]

Where: Avg., is the average indicator, reflecting a quantitative estimate of the growth of the level of for madness and development of psychological and pedagogical readiness of the future social pedagogue; \( a, b \) and \( c \), is the number of the respondents expressed as a percentage, who are at low, medium, and high levels of for madness and development of psychological and pedagogical readiness; Figures 1, 2 and 3, are the level weight coefficients.

Thus, we have determined the average indicators, reflecting the quantitative evaluation of the growth of the level of for madness and development of psychological and pedagogical readiness of the respondents of the experimental group at the beginning of the formative experiment and at the end of the formative experiment. At the beginning of the formative experiment \( Avg. = (1-0\%+2.72\%+3.28\%) : 100 = 2.28 \).

At the end of the formative
experiment = (1·0% + 2·40% + 3·60%) : 100 = (0 + 80 + 180) : 100 = 260 : 100 = 2.6. Further, the coefficient of efficiency is calculated as per the formula (2):

\[
C_{eff} = \frac{\text{Avg. (b.f.e.)}}{\text{Avg. (e.f.e.)}} (2)
\]

Where: Avg. (b.f.e.), the value of the average indicator of the level of for madness of psychological and pedagogical readiness at the beginning of the formative experiment; Avg. (e.f.e.), the value of the average indicator of the level of for madness of psychological and pedagogical readiness at the end of the formative experiment.

Then, \( C_{eff} = 2.28 : 2.6 = 0.87 \).

In conclusion, it should be noted that the coefficient of efficiency of psychological and pedagogical training of the future social pedagogue for spiritual and moral development of high-school students as per module is close to 1 - this corresponds to the high level of relation between the variables and demonstrates the effectiveness of the process of training of the future social pedagogue for spiritual and moral development of high-school students.

In the process of studying the problem of training of future social teachers, the hypothesis was confirmed, according to which the higher education institution realizes the possibility of improving the psychological and pedagogical readiness of future social teachers for the spiritual and moral development of high school students.

If a model and a comprehensive program (elective course, training program) are introduced into the process of students’ training, then the psychological and pedagogical readiness of future social teachers for the spiritual and moral development of high school students as an integrative property of the individual will be effectively formed, since the practice-oriented nature will be implemented learning, active forms and methods of learning activities.

In this regard, it should be noted that the process of psychological and pedagogical training of future social teachers for the spiritual and moral development of high school students will be effective if the multi-component training process is carried out in stages. In this regard, the study led to the following conclusions.

I. A scientific description of the process of psychological and pedagogical preparation of a future social teacher for the spiritual and moral development of high school students was given, which was considered as a process of developing the professional and personal readiness of a future teacher based on conscious comprehension of the choice of activity for the spiritual and moral development of the individual.

II. The essential characteristics of the psychological and pedagogical readiness of the future social teacher for the spiritual and moral development of high school students were formulated, which was considered as a dynamic, integrative characteristic of the personality, including personal and professional readiness, and an interconnected set of motivational, cognitive, professional and personal, reflexive - activity components.

III. The essential characteristic of the spiritual and moral development of a senior pupil was considered as a process of developing an individual’s striving for spiritual improvement based on familiarizing with common human values (motivational-value), developing moral thinking (cognitive) and behavior (behavioral).

IV. The structure and content of the integrated program has been developed and the model of training future teachers for the spiritual and moral development of high school students has been described.

The research results make it possible to put forward a number of recommendations for preparing students as future social educators:

- We recommend to carry out the preparation of students on the basis of the model of training social teachers that we developed;
- It is necessary to master the methodology of measuring the psychological and pedagogical readiness of future social teachers for the spiritual and moral development of high school students in order to assess the effectiveness of training students studying in the specialty Social pedagogy and Self-knowledge and managing this process;
- We recommend to use in practice the comprehensive program developed by us (elective course, training program), on which the success of the process of preparing future social teachers for the spiritual and moral development of high school students depends.

Conclusion

Prospects of this research as a multi-aspect phenomenon were seen in the further development of the system to train the future social pedagogue. In order this system could promote the formation and development of readiness of the future social pedagogue for understanding of spiritual and moral depth of human values.

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