

**DEVELOPMENT OF THE SPIRITUAL POTENTIAL
OF FUTURE MASTERS:
AN INTERDISCIPLINARY CONTEXT**

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Abstract. The article discusses interim findings from an interdisciplinary study on developing the spiritual potential of future master's students in pedagogical and musical education. It defines «spiritual potential of the individual» as an integrated reflection of one's spiritual strengths, including creativity, emotional capacity, intrinsic motivation for personal growth, and cognitive and volitional self-regulation. In the study, we focus on the priority of the value-moral and activity-behavioral components of the development of the spiritual potential of future masters in primary and musical education in the process of professional training in the educational process of the university. In this context, we do not oppose professional training to appropriately organized educational activities for the development of the spiritual potential of the individual, but only supplement it with spiritual-value and spiritual-activity components. The study of the scientific problem of the development of the spiritual potential of future masters is interdisciplinary and is based on the understanding of the psychophysiological essence of man and his subjectivity in the time coordinates of the past – present – future. Unlike studies emphasizing religious aspects of spirituality and their relevance to professional roles, this research focuses on fostering spiritual and moral values, societal service ethics, and internal motivations for self-knowledge and self-development in future educators. It emphasizes the importance

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of aligning spiritual growth with professional and personal advancement, aiming to cultivate a well-rounded, morally conscious teaching workforce. The article aims to reveal the essential characteristics of the development of the spiritual potential of future teachers in an interdisciplinary context. The study is based on the results of an interdisciplinary study of the problem of developing the spiritual potential of future teachers, which made it possible to substantiate the basic concepts and develop pedagogical conditions for the development of this personal phenomenon in the educational process of the university. Empirical research was conducted with master's students specializing in primary and music education using online surveys, interviews, pedagogical observations, project analysis, and statistical methods like Pearson correlation (calculated using MS Excel). This revealed key trends in spiritual development: value orientation toward spiritual culture and contemporary arts, prioritization of personal and professional values, and career-driven motivations.

1. Introduction

The study of the scientific problem of spiritual potential development in higher education applicants of the second (master's) level is actualized by social, personal and professional factors in the conditions of ambiguous changes and defending the value choice of Ukraine. The social factor is caused by the forced displacement of people from regions affected by military actions, the breakdown of family ties and the loss of loved ones, which creates confusion and existential frustration in large groups of youth. Today, in Ukraine and in the world in general, the difficulties of socio-economic and political processes are often inseparable from the perception of history, culture as well as value and spiritual choices by individuals or separate groups of people. Note that disagreements between people are also formed on the basis of gaps in knowledge about the contribution of famous personalities to the development of culture, science, technology and socially creative activities. It is obvious that the training of future specialists in the field of education can be successful if adequate pedagogical conditions are provided for the development of the creative potential of each teacher. Therefore, in the course of our research, the personal factor is actualized, which is based on the idea of culture as a space for discovering the potential of freedom in the consciousness of an individual, which is a

manifestation of culturally responsible creative activity. In the context of professional training of masters in pedagogical and music education, the development of the spiritual potential of an individual is closely related to the ability to produce the moral experience of people and their spiritual culture in the historical dimension. At the individual level, the development of the spiritual potential is a strategy of self-preservation of human nature and its subjectivity in various types of productive and creative activities, in particular, in professional ones. We consider the development of the spiritual potential of future specialists in pedagogical and art education in the context of preserving and reproducing the human-creative matrix of culture. Its content includes the following components: assimilation by a person of the language of social community, ways of thinking characteristic of this culture, and acceptance of moral norms and values. The spiritual potential of a person is characterized by the individual assimilation and accumulation in the process of the personal human experience development of the set of value assets of humanity of different years and historical periods. The choice of the age group of higher education applicants is not accidental. Higher pedagogical and art education applicants are an active age group of youth with a pronounced motivation for self-discovery and self-development, the search for humanistic values and spiritual practices. We agree that the value-active saturation of the educational process at the university serves as a developmental factor in the nurturing of the spiritual potential of an individual and contributes to his professional development. In the study, we focus on the priority of the value-moral and activity-behavioral components of the future teachers' spiritual potential development. Despite the fact that it is definitely important to form professional competences, for the performance of professional functions of a teacher of primary education, musical art, the teacher's educational activity lies in the person-person plane, and therefore an important indicator of his personal development is empathy, acceptance of the individuality and cultural diversity. We consider the development of the spiritual potential of future masters in pedagogical and art education in the process of professional training in the educational process of a modern university. In this context, we do not contrast professional training with expediently organized educational activities for the development of the spiritual potential of an individual, but only supplement it with spiritual-value and spiritual-activity components.

The study of the scientific problem of the spiritual potential development of future masters is interdisciplinary and is based on the understanding of the psychophysiological essence of a person and his subjectivity in the time coordinates of the past – present – future [10]. We can't but agree with E. Kant's opinion that a person's natural ability to develop and self-develop in a changing world performs a transformative function. In this context, the provision on the multidimensionality of the process of human development in phylogeny and ontogeny is important.

In the process of preparing masters in pedagogical and art education, we pay attention to the fact that future teachers will teach children, communicate with their parents, who are on different vectors of spiritual development. It should be noted that the future teacher must be ready to communicate with people from different cultural (religious) backgrounds. Therefore, in the current conditions of digital civilization, multiculturalism and pluralism, the problem of a teacher's spiritual maturity, the basis of which is personal spiritual potential, is actualized.

The purpose of the article is to reveal the essential features of the future masters' spiritual potential development in an interdisciplinary context in the educational process of the university.

The study is based on the results of an interdisciplinary research on the problem of the individual's spiritual potential development, which made it possible to substantiate the basic concepts and pedagogical conditions for the development of this personal phenomenon in future masters in the educational process of the university.

2. Literature review

In the modern interdisciplinary scientific discourse, the problem of nurturing a person's spiritual potential is revealed by various authors at the conceptual and practical levels. It is worth noting that in a number of scientific works of modern scientists, the research of various aspects of human spirituality in the religious dimension is of primary importance, e.g., the integration of religious spirituality into the secular sphere in the process of the future professional activity of higher education applicants. In contrast to the numerous studies highlighting a person's spirituality development in religious environments, in the presented article we consider development of the spiritual potential of a teacher in the process of professional training of

masters in the field of education/art, which makes it possible to strengthen the interdisciplinary context and to clarify the content and procedural factors of influence on the choice of spiritual value-behavioral motives of their spiritual self-development. We are close to the opinion of the Ukrainian philosopher, theologian, pedagogue of the 18th century H. Skovoroda, that «It is not difficult to teach goodness to someone who is born for good, to teach it, to innate it, or to get used to it...» [16]; this opinion of H. Skovoroda was developed by P. Yurkevych, a Ukrainian philosopher, teacher (19th century) in treatises on the essence of the «philosophy of the heart», which consists in the conscious acceptance by man of Truth, Goodness, and Justice [22; 16]. These ideas were expressed by philosophers and teachers in the previous cultural and historical period and require a new reading and understanding in the direction of the individual's spiritual potential development in the process of professional pedagogical training.

In the context of scientific issues in the research field of the modern scientists, various aspects of the higher education applicants' spiritual development are actualized. In accordance with the topic of the article, the results of the research highlighted by the authors on overcoming the gaps in informal education that take place in formal education in the context of mastering various sources and spiritual practices by education applicants are of special interest. The author substantiates the influence of spiritual knowledge on the spiritual and value activity of a person [18].

In accordance with the social needs to strengthen the spiritual and moral foundations of training future specialists from various fields, modern researchers pay attention to the importance of the formation of ethical standards of readiness for their translation by teachers of disciplines in the humanities (spiritual and cultural) field. It is about the spiritual-moral component of the professional competences of teachers of higher education institutions. As evidenced by the results of theoretical studies in an interdisciplinary dimension, development of future specialists' spiritual potential is a leading aspect in the process of their professional training. First of all, modern researchers mostly consider the personal development of future specialists (of various fields) in connection with their spiritual progress. The authors of the work «Whole-Person Development of Undergraduate Nursing Students: A Multi-University Study» [4] prove the existence of a connection between the perception of spiritual values and

academic performance of education applicants. The value of the mentioned opinion lies in the assertion of the need to develop the spiritual potential of the personality of each higher education applicant in the process of professional training.

According to the aim of the article, the work of the authors team on the integration of the content of the art, educational and spiritual fields in the process of training specialists in the tourism industry is interesting. The article «Spirituality and Pedagogy in Tourism Higher Education: Voices of Tourism Educators» [1] highlighted the results of the influence of the teacher's spiritual worldview on the productivity of their pedagogical (educational) activity, interpersonal interaction with subjects of education, activity and service. Researchers prove the importance of an authentic component of a person's spiritual potential that works in the coordinate system: person-person. Deserves attention the pedagogical toolkit for the development of the spiritual potential of higher education applicants, which is based on the principle of humanization of educational practices, involved learning, and authenticity. We agree with the fact that above mentioned articles have both scientific and practical value, but the consideration of the place of authenticity in the spiritual formation of an individual, namely how it works in multicultural social environments, needs additional research.

In the modern scientific field, there are multifaceted studies on the problem of the development of human spirituality. In particular, research that highlights the importance of spirituality and its influence on the psychological development of a person and formation of his well-being is of interest. The mentioned problems are evidently highlighted on the example of the specifics of management specialists' training. The authors highlight the results of scientific research on spirituality as a factor of well-being among management students in conditions of endless ambivalence, highlighted in the article «Significance of developing spirituality among management students: discerning the impact on psychological resources and well-being» [12]. At the scientific level, the researchers solved the stated problem of the influence of spirituality on the development of students' well-being, relying on the design approach, which made it possible to carry out a cross-sectional study and obtain data on the nature of the relationships between individual components. In the context of the scientific issues raised in the article on the development of the spiritual potential of future masters

in the fields of knowledge «Education/Pedagogy», «Music Education», the conclusions regarding the relationship between spirituality and the life well-being of a specialist and his employment, which determines the growth of psychological capital, are of interest. The generalized conclusion is important for understanding the importance of developing the spiritual potential of future pedagogical and art education specialists as a factor in their well-being in the conditions of uncertain changes and socio-economic collisions associated with forced military actions in Ukraine for the protection of state sovereignty.

Since our article highlights the theoretical and practical aspects of the development of the spiritual potential of future teachers, the research of modern scientists and practitioners is of interest, highlighting the problem of spiritual and moral education of general secondary education applicants in the conditions of digitalization of all spheres of social life. I.P. Ilinskaya in the article «Primary School Student's Spiritual and Moral Education and Digitalization of Education: The Search for Consensus» [7] updates the stated scientific problem in the context of the growth of the social functions of culture and spirituality in the conditions of the dominance of digital environments and the decline of the cultural and humanistic orientation of human education and spiritual potential. Considering the fact that our research aims to identify promising strategies and educational practices for the development of the spiritual potential of future primary school and art teachers, certain conclusions substantiated by I.P. Ilinskaya are valuable, namely: pedagogical conditions of spiritual and moral education of general secondary education applicants (at the primary school level) in a digital environment; characteristics of the system of values, technologies and methods that can be effective in the educational process of the primary school. In substantiating pedagogical conditions of spiritual and moral education of general secondary education applicants in the digital environment, the author proved the possibilities of pedagogical tools for identifying the needs of preparing teachers for educational activities, taking into account axiological and cultural approaches.

In the course of investigating the scientific problem stated in the article, we draw attention to the original solution of research tasks regarding formation of the future teachers' readiness for professional and moral self-development, which was highlighted by A. Syunina,

I. Yarmakeev, N. Valiakhmetova, R. Akhmadullina, R. Gibadullin in the article «Formation of Future Teachers' Readiness to Professional and Moral Self-Development» [17]. We agree with the authors' reasoning that only a teacher who is capable and ready for his own moral self-development can create an effective developmental environment for nurturing moral and spiritual potential and self-determination of student youth in the coordinates of values. Valid is the authors' argument about the expediency of improving the content of teacher training in the context of expanding the educational field of pedagogical disciplines that include a humanities block. It is time to clarify the content of education about man and his values, to fill it with spiritual and moral texts.

In the context of our study, the results of research by foreign authors, which are covered in a number of publications, are of interest. E.g., in the article «Creativity and Spirituality in Higher Education. The Case for Inclusion» [11], the author of the publication substantiates the importance of the value component of spirituality in the structure of the future specialists' integral training, presents his own (author's) interpretations, formulated taking into account the vocation to scientific achievements on this issue by such researchers as Dillard (2006), Love and Tabort (1999), Tisdell (2001). Based on the analysis of the historical process that took place in Latvia in the 20th and 21st centuries, the researcher characterizes the influence of values, particularly Christian values, on the formation of the structure of human spirituality. The researcher derives the concept of spirituality from the understanding of the multifaceted inner life of a person, which determines his internal relations with the Universe and subjects of social environments. Therefore, according to this author, the educational environment should primarily contain spiritual values that shape human, family responsibility. One of the factors in the development of the spiritual potential of future specialists, according to the author, includes the bearers of spirituality, namely, the potential of professors and teachers who provide the educational process at the university. The fact that the spiritual component has been emasculated in the post-Soviet space is evident not only in the content of professional training in universities, but also the lack of personal interest of some teachers in the development of their own spiritual potential. The inhibiting factors mentioned by the author are typical for countries operating in the post-Soviet space, in particular for Ukraine.

The demand for future teachers' spiritual potential development is now conditioned by the need to overcome the inhibiting factors complicated in Ukraine by the post-war period and full-scale military actions aimed at the defense of state sovereignty. Scientists and educators-practitioners focus attention on various aspects of the education applicants' spiritual development in an interdisciplinary dimension. The development of effective content and technological support of the educational process in the institutions of higher education is preceded by the study of the best world experience. Among others, our attention is drawn to the article «Influence of spiritual development on the effectiveness of virtual collaboration in distance education» [6]. The authors highlight the problem of spiritual development of a person in the direction of digitalization of the educational and communicative environment, actualize the spiritual development of a person, taking into account the functioning of multicultural values and their influence on the formation of the individual's spirituality, as well as possible contradictions in establishing communication between people of different cultures in digital networks. Spirituality of the education applicants, which is a manifestation of the personally significant values, is considered in individual and relational contexts, and therefore, according to the authors of the work cited above, it can serve to establish productive distance learning and education of future specialists. The study of spiritual conditions for the joint use of values, in particular, spiritual ones, in a multidimensional digital information environment for effective communication between people, which is important during distance and blended learning, which can serve as a subject for further research.

In order to clarify and eliminate the inhibiting factors of the spiritual development of the individual that occurred in previous historical periods, we expanded the analysis of modern research on the scientific problem with the achievements of a group of Lithuanian researchers, which is highlighted in the article «Spiritual care as perceived by Lithuanian student nurses and nurse educators: A national survey» [15]. In the article, based on the results of theoretical analysis, the political-economic, cultural and ideological factors that inhibited the development of people's spirituality during the years of Soviet occupation of the Baltic countries were revealed. Researchers highlighted and substantiated professional values for nurses and four main categories of future nurses' perception of spirituality in the process of their

professional training: attributes of spiritual care, benefits of spiritual care, religiosity in spiritual care, and cooperation and communication between professionals and patients. The influence of religious reflection on the development of spirituality of students and teachers was studied. We believe that such an approach to the development of the future specialists' spiritual potential who will work in the «person-person» system is appropriate.

In the course of research on the problem of developing spiritual potential of future masters-teachers of primary school and musical art, the scientific works of modern researchers, which reveal the aspect of spiritual development and self-development of teachers of higher education institutions, are significant. Certain issues of spiritual development of higher professional education applicants are highlighted in the article «The humanistic formation and the university students' humanist» [8]. The authors consider the problem stated in the article in the context of civilizational and cultural promotion of the humanization of education, as a factor in the development of people's spirituality, which is important both in the professional and personal development of future professionals.

Congruent aspects to the issues of the article regarding the development of individual spirituality at the workplace are highlighted in the scientific work «Advancing workplace spiritual development: A dyadic mentoring approach» [21]. The work reveals the primacy of providing conditions for the development of the spirituality of each individual, and therefore the priority in spiritual development belongs to each person, not to the collective. The authors speculate on the impact of dyadic mentoring based on an authentic perspective of spirituality and a co-created dyadic process. The essence of spiritual mentoring, which is effective under the condition of its organization according to three categories, is detailed, namely: inner life, personally significant activity and context-connection, supportive behavior of the leader, and rightly distinguishes this study from others.

The preparation of masters to perform professional functions in the field of general secondary and art education contains a component that reveals the peculiarities of education and upbringing, development of students of different age groups. Therefore, the scientific problem of studying the spiritual and moral development of students is of scientific and practical interest and highlights certain content aspects of the future teachers' training. The authors of the work «Experimental Study of Students'

Spiritual – moral Development» [23] investigated the experience of moral behavior of adolescent students, taking into account a comparative analysis and a pedagogical experiment. Based on the results of the research, the article presents a generalized description of the problem of multifactorial influence on adolescents in the process of moral and spiritual development, and therefore the need to take into account many interrelated factors that affect the development of the student's spiritual, value and functional spheres. Therefore, in view of the issues of our article, it is important to predict and develop the moral and spiritual potential of adolescents, their creativity and self-esteem, which can be involved in the updated curricula of the disciplines of the pedagogical and artistic blocks.

Note that in the writings of modern researchers, the problem of the human spirituality development is highlighted in theoretical, experimental, and practical aspects in an interdisciplinary dimension. The problem of the development of a person's spiritual potential (spirituality) is the subject of consideration in the scientific field of pedagogy, psychology, philosophy, and theology. We are interested in the block of research that we are considering in connection with teaching a future specialist in the field of education. In the article «Spirituality in Counseling: A Faith Development Perspective» [13], its author reveals the possibilities of using a step model in the process of organized spiritual or religious development, which allows identifying positive (adaptive) and inhibitory factors of this process. The degree model proposed by the researcher makes it possible to evaluate the spiritual growth of a person separately from the influence of religious traditions, which can be considered as an effective tool for the development of spirituality of both individuals and social groups.

The analysis of scientific works on the scientific problem outlined in our article – the development of the masters' spirituality in the process of professional training gives grounds for asserting a significant interest in the consensual aspects of specialists' training in the medical field. The article «Learning effects of thematic peer-review: A qualitative analysis of reflective journals on spiritual care» [19] reveals the influence of the technology of thematic discussions for expert evaluation, which is implemented in the educational process of training medical sisters in the Netherlands. The goal was to prepare future specialists in this field to provide spiritual assistance. The authors of this article describe the review

method as a form of reflective learning based on the theory of experiential learning. The declared technology is end-to-end and takes place at all stages of experimental training in several schools of nurses, it is characterized as an effective means of forming in medical specialists the readiness to provide spiritual help to those who need it.

The study of various aspects of the spirituality development in masters in the field of education (pedagogical, art) requires study and scientific analysis of the interdisciplinary scientific field, generalizations of practical achievements made by scientists. In line with the scientific issues discussed in our article, we consider the consonantal aspects that are highlighted in the article «Religion, spirituality, and career development in African American college students: A qualitative inquiry» [2].

To find out the influence of religion and spirituality on the career growth of future professionals, the researchers used a semi-structured interview, which made it possible to find out religious and spiritual difficulties in career development and indicators of success. This article expands knowledge about the technological support of the influence of spiritual development on career growth, which is in demand in the educational space of higher education institutions.

In modern scientific discourse, the dominance of religious and secular strategies for the development of a person's spiritual potential is obvious. In particular, we consider such progress in the context of professional training of teachers (future masters) in higher education institutions. J. Crossman in the article «Secular spiritual development in education from international and global perspectives» [3] actualized the problem of secular spirituality in the global dimension. He considers secular spirituality on the basis of the connections between culture and spirituality. In his opinion, it is worth considering the perspective of the influence of communities on the choice of ideas about spirituality and its influence on the education development.

The same views on the interrelationships between culture and spirituality development of education applicants are highlighted in the work «Exploring spirituality and culture in adult and higher education» [5]. Its author proves the demand for humanitarian, value-spiritual knowledge for the professional growth of future specialists in the medical field, the article reveals the interdisciplinary connections of the content of specialist training.

According to the results of theoretical studies, it was found out: the problem of spiritual development of the individual in the system of professional training occupies a prominent place in modern interdisciplinary studies by scientists from different countries. Of considerable interest are psychological studies that enable the author R.L. Piedmont [14] in the article «Does spirituality represent the sixth factor of personality? Spiritual transcendence and the five-factor model» state about spiritual transcendence as a potential sixth and main dimension of a personality, which gives reasons to deviate from the understanding of the five-factor model of a personality.

In the context of our research, it is important to reveal the proportionality of the cultural and spiritual components of the content of professional training and to characterize the connections between them. It is interesting to study the influence of the content of educational programs on the professional and general, in particular, spiritual development of specialists in the field of medicine and its results, which are reflected in the article «The development of professionalism: Cuticulum matters» [20]. According to the authors, it is important to integrate the content of professional and human-centered disciplines that highlight cultural and spiritual intentions. In professional activity, social responsibility, interdisciplinary thinking, understanding of social and cultural phenomena and processes are important, therefore, in the development of educational and professional programs, consideration of these leading goals is paramount.

In line with the issues stated in the article, the development of future masters' value intentions and their humanistic orientation are revealed in the article «Sociocultural dominants of developing students' value intentions: context of civilization challenges» [9], which highlights the results of scientific research in an interdisciplinary dimension regarding the formation of value intentions of future teachers.

The scientific problem – the development of the future masters' spiritual potential is a continuation of the complex interdisciplinary research carried out at Borys Grinchenko Kyiv Metropolitan University in previous years. The article was prepared on the basis of the intermediate results of the study.

3. Methodology

The scientific field of research includes the process of awareness by the higher education applicants – future masters of the need for constant

self-knowledge, self-development as well as personal and professional realization based on humanistic values; taking into account the inner quality of the individual, as a factor of a person's self-awareness, which affects his value orientations and needs and spiritual type of behavior, spiritual self-development. We consider the leading concept of the study – the spiritual potential of an individual – as an integrated reflection of spiritual forces characterized by high indicators of productive and creative emotionality, internal motivation, cognitive and volitional regulation of one's own spiritual development activity. Qualitative and quantitative changes in the spiritual potential of future masters are considered in an expediently organized educational process of masters' training in an interdisciplinary dimension, namely: educational/pedagogical sciences, art. To ensure the integrity of the research, an interdisciplinary, axiological, anthropological approaches were chosen. Interdisciplinary approach made it possible to integrate human sciences in the direction of humanistic values and assimilation of spiritual culture by higher education applicants in the socio-cultural and global dimensions. The axiological approach is based on the priority of human-forming values and is decisive for the strategies of improving the education system in general and modernizing the components of the curriculum for the development of the spiritual potential of masters in the process of their professional training. The anthropological approach provides a holistic study of the orientation of the learning objectives, the influence of educational strategies and orientations (theoretical, heuristic, practical) on the development of the spiritual potential of future masters.

A set of interrelated methods was chosen to implement an interdisciplinary study of the scientific problem of developing the spiritual potential of future masters in an interdisciplinary dimension. With the help of theoretical methods: analysis, synthesis, generalization, the state of research and coverage of a scientific problem in theoretical sources is clarified. Empirical methods (survey, interview, pedagogical experiment) made it possible to find out the state of implementation of the theoretical findings into practice, to develop a program and conduct a pedagogical experiment; methods of mathematical statistics ensured quantitative and qualitative processing of the results of the experiment.

The selection of methods adequate to the purpose of our article is based on the results of theoretical studies, contextual analysis of interdisciplinary research on various aspects of the scientific problem stated in the article.

4. Results and discussion

The spiritual potential of an individual characterizes the essence and measure of humanity and perfection of each individual. We consider future masters' spiritual potential development in the context of professional training of primary school and musical art teachers. The relevance of the stated scientific issues lies in the disclosure of the motives and pedagogical mechanisms of the spiritual growth of future teachers in order to fulfill their professional functions and self-improve. Our idea is that only a person with a high level of spiritual development can be a successful teacher. Since the future professional activity of current higher education applicants (at the master's level) requires a formed readiness for partnership interaction with all subjects of the educational process, the following are of primary importance: perception of diversity in socio-cultural environments, acceptance of children's individuality, readiness for valuable enrichment of their students' and their own lives. Spiritual values balance the teacher's activity and determine his/her life and professional orientation, influence the choice of ways of pedagogical support for learning, education and development of students on the basis of spiritual values. We consider spirituality as a reflection in the mind of a person (higher education applicant) of personal and value imperatives and activities based on the moral meanings acquired by him/her, which determine life guidelines and his/her inner world based on free choice.

The actualization of the problem under investigation is based on the understanding of the person's priorities in development and self-development, the acceptance of personal values, self-expression and the full disclosure of abilities, spiritual and cultural opportunities. The spiritual potential of a person is characterized by the following components: spiritual interests, values, faith, worldview orientations, will, empathy, internal motives and personal meanings of self-knowledge and self-development. We consider the phenomenon of the development of spiritual potential as a dynamic process that highlights quantitative and qualitative changes in

the progress of an individual and his gradual assimilation of a hierarchy of value senses and spiritual-value motives of his activity in various spheres: education, culture, self-development, charity.

The person's spiritual potential is based on spiritual values, which are defined as personally valuable products of the human spirit, recorded in scientific achievements, morality, art, and culture. The spirituality of a person is characterized by his individual expression of motives for learning about the world and the social need for service: to live and do good for others. The essence of the category «spirituality of the individual» lies in the need and motives for knowing the world and oneself, one's own life meanings and one's purpose on Earth. A person's spirituality is determined by the measure and desire to get answers to these questions. The loss of spirituality corresponds to the loss of humanity.

The actualization of the spiritual-value component in the new education strategy is connected with the recognition of the student's personality as the highest value and product of the educational activity; he is the bearer of spiritual values. Thus, the spiritually colored humanistic correction of the pedagogical reality is carried out due to the change of the pragmatic concept to the primary spiritual and value one. This will be facilitated by the integration of knowledge about human nature: peculiarities of ontogenesis and phylogenesis in different periods of its development. The assimilation of spiritual values by higher education applicants in various types of activities (educational, research, volunteer, cultural) contributes to the formation of a holistic pedagogical thinking. Creating an educational environment of spiritual culture is equally important for the effective development of the spiritual potential of masters in pedagogical and art education. Comprehensive consideration of the system of influencing factors on the development of the spiritual potential of the master's personality will contribute to the formation in the future teacher of primary education, musical art, of not only formally outlined general and professional competencies, but his upbringing as a person with developed spiritual potential and social responsibility. Pedagogical activity is multidimensional, it is expressed in accordance with the goals of education, as well as spiritual and value content lines, primarily such as: psychophysiology, pedagogy, age and pedagogical psychology, didactics, science and culture, digital technologies. Despite the importance of each content component, knowledge about man and his development,

spiritual values in historical and cultural ethnogenesis are dominant. It is important to select the content of education, to fill it with spiritual and value meanings that are important for the individual and are characterized by the social demand for the formation of future masters' responsibility for the results of personal development and their own pedagogical activity. In this context, we do not oppose the concept of the general culture of youth in the European educational space, which integrates humanistic, scientific, technological and activity components. Our position is based on the recognition of the primacy of culture, in particular spiritual culture as the basis of a person's identity, his perception of the world and awareness of personal spiritual and moral senses and the results of professional activity. At the same time, master's degree applicants constitute an age group that is sensitive to civilizational challenges. Today, the new Ukrainian school needs a teacher with developed spiritual potential, responsible for his own spiritual self-development and children, who is able to create conditions for learning, upbringing and development of the personality in its triune essence.

The analysis of university curriculum for teacher training (of various specialties) testifies to the formation of an integral picture of the world in students and an increase in the share of disciplines of global content, educational technologies (in particular, ICT). Despite this, educational disciplines of humanities and historical-cultural content, philosophy of culture and science remain outside the content field of the educational programs. The problem of developing the spiritual potential of masters is complicated by the excessive diversity of educational disciplines, according to the fields of education and the focus on educational achievements: general and professional competences. The orientation of the educational process to the training of a specialist in a certain field neglects the development of the spiritual potential of the teacher (as well as students), and therefore it can create conditions for spiritual and moral losses for the current and future young generations.

In order to identify the state of the scientific problem in the practice of higher education institutions, we conducted an ascertaining experiment, which involved 370 higher education applicants of the second (master's) level from 12 Ukrainian universities. An online survey was conducted using a survey sheet, an online questionnaire using the digital Google service. Full-

time and part-time students participated in the survey. The age of the survey participants was 18-35 years. In real time mode, an analysis of students' activity and behavioral motives, the presence of internal motivation for spiritual self-development and service (community, society) was carried out. We did not distinguish respondents by gender or nationality. The results of the survey of future teachers of primary education and music did not differ significantly, so we did not divide these categories of students into separate groups. In the developed authors' case study, respondents were selected according to educational and professional programs: «Primary Education», «Music Education».

The conducted research made it possible to identify and generalize general trends in the development of the spiritual potential of masters (primary school teachers, musical art teachers (performers)). In line with our research, the trend of value orientation of masters in the field of spiritual culture, various types of modern art and spiritual-cultural heritage is important. This trend is characterized by the integration of various types of classical and modern arts with digital technologies.

The trend of prioritizing personal values and meanings, in contrast to those that have developed in society under the influence of various ideological and political dominants in previous historical periods, is singled out. Students, relying on personal interests, make a conscious choice of the best examples of artistic, historical, and spiritual literature. Therefore, in general, it is not about the quantitative indicators of the works read, but about their value component, as a factor in the development of the spiritual potential of the individual. The clarified trend characterizes the growing self-worth of each individual and a conscious attitude to spiritual and value choices, one's own life mission.

Among others, a characteristic trend is the primacy of values oriented towards professional and pedagogical activities, the adoption by higher education applicants of the second (master's) level of values oriented towards the profession and professional self-improvement, in contrast to those aimed at the spiritual development and self-development of masters in the process of their professional training. This trend is developing under the influence of social requirements regarding the professional standards of primary school and musical art teachers' training. Normatively established professional competences significantly emasculate the anthropological,

spiritual and value component, as opposed to increasing attention to the functional and technological components.

In order to carry out an empirical study of the real state of development of the spiritual potential of masters in primary and music education at the second stage of the ascertaining experiment, we singled out the criteria of this phenomenon: emotional-value, cognitive and activity-creative. The emotional-value criterion is decisive in identifying the master's ability to emotional response and empathy; perception of the author's value interpretations of texts, sensory perception of spiritual, artistic, musical works). The cognitive criterion made it possible to reveal students' awareness of the spiritual and cultural spheres, the possession of information about the functioning of funds from various fields of culture and art, and the preservation of material culture that has spiritual value. Knowledge of spiritual values and their acceptance by a person are considered in relation to the ability of a person to critically evaluate the values of spiritual culture, which affects the formation of motivation and one's own spiritual choice. The activity-creative criterion is decisive for identifying motives for spiritual-creative self-realization in various types of activity, in particular professional; readiness for cultural creation, preservation and multiplication of cultural and historical values inherited from previous generations. The specified criterion is an opportunity to find out the formation of masters' spiritual experience.

At the second stage of the ascertaining empirical research, three interrelated tasks were defined. The first task was to find out the degree of the emotional and sensory sphere of students: emotional and empathetic response to the storylines and content of artistic and biographical works that reveal the spiritual and valuable activities of well-known teachers, educators, artists, cultural and artistic figures, spiritual leaders. The second task of this stage was to identify regulatory mechanisms for the development of the students' spiritual potential in university conditions. The task was to find out the formation of students' knowledge about culture and its values, the contribution of leading cultural and historical figures of different years to the development of spiritual culture, and personal correlation with current tastes, spiritual and value ideals. The third task was to establish the nature of the master's degree students' spiritually valuable self-realization and to specify personal motivation for creative self-realization in the process of

artistic and pedagogical activity, the ability to develop personal spiritual and value guidelines.

In order to implement these tasks, we used such empirical methods as questionnaires, testing, interviewing, dialogue, observation, ranking.

At the second stage of the ascertaining experiment, methods for diagnosing the development of the spiritual potential of future masters in primary and art education are grouped according to the specified criteria. At the third stage of the ascertaining experiment, the levels of growth of the spiritual potential of the master's degree students were determined and characterized.

The experiment was conducted on the basis of Borys Grinchenko Kyiv Metropolitan University. A survey was conducted using Google Forms. Students from the following specialties: «Primary Education», «Musical Art» took part in the survey.

According to the results of the study, students' priorities in the field of culture and spiritual self-development were clarified. Generalized empirical data make it possible to assert an almost equal distribution of value preferences between the fields: literature, cinema, music, theater, painting. For the most part, students majoring in «Primary Education» give their preferences to modern music and digital technologies, theater. They generally agree with the priority of spiritual values, which form the basis of human morality, and therefore influence behavioral regulation. This category of future teachers shows a slightly greater interest in the perception of works of classical literature in contrast to books by modern authors. Students majoring in «Musical Art» are highly motivated regarding the artistic, historical, and psychological themes of artistic works. This content line can be traced in their preferences for the theater. This group of students has an intrinsic motivation for various types of a wide spectrum of musical art – from classical to modern. It is worth noting that students' perception of spiritual values is based on personal preferences, emotional perception, and not on the analysis of their place in the structure of the individual and his spiritual and moral development. Somewhat vaguely, students answered the questions about the motives of their personal value choices. In general, students are not ready, and therefore not inclined to evaluate their own spiritual and cultural experience. For the most part, they perceive fields of culture

as emotionally colored products of human activity that do not reflect real life practices.

A complex of empirical methods (dialogue, testing, survey, pedagogical essay) was used to identify the current state of development of spiritual potential in future masters in primary and art education; methods of mathematical statistics. According to the results of the analysis and generalization of the answers of the respondents, the positive perception by 100 % of higher education applicants of spiritual values, their importance in the formation of a person's spiritual orientation was revealed. Empathy and internal motives for spiritual self-development are considered important for their personal growth. However, almost 40 % of respondents express an opinion about the lack of necessary special knowledge and methods of activity for spiritual self-development. Using the ranking method, the following priorities regarding the development of personal spiritual potential were identified as important: moral norms (71.2 %); spiritual and moral experience (62 %); faith (69 %), and 31 % have difficulty accepting this priority; family values – 100 %. The general conclusion is the following: for the most part, students positively perceive the actualization of the problem of the spiritual potential development in the context of their professional activities. Despite the unquestionable acceptance of spiritual and activity imperatives, students majoring in «Primary Education» and «Music Education» express the opinion that curriculum does not contain sufficient content and technological resources for the development of the spiritual potential of an individual.

The results of the empirical research on the scientific problem covered in the article gave grounds for the following theoretical generalizations: completing the highlighted tasks can be carried out taking into account appropriately substantiated pedagogical conditions (at the theoretical level) and their implementation at the organizational and practical levels. Defining the pedagogical conditions for the development of the spiritual potential of future masters in primary and music education in an interdisciplinary context, we have established and attributed the following: orientation of curriculum as well as methods and technologies towards teaching students to preserve and multiply cultural values; strengthening the interdisciplinary integration of the content of pedagogical and art education in the historical and cultural context; involving students in spiritual and valuable search

and creative hermeneutic activities in the process of learning, meaningful perception and evaluation of the cultural heritage of the Ukrainian people in the universal cultural context; introduction of innovative teaching methods into the educational process, namely: hermeneutic analysis of texts, synquain, educational edutainment, drama hermeneutics, phenomenological dialogue/polylogue, music therapy, storytelling; creating a spiritual and valuable educational environment in general secondary and higher education institutions, expanding a rich cultural space for learning in museums, libraries, theaters, and scientific institutions. In particular, cultural institutions operating in the capital of Ukraine (Kyiv): National Museum of History of Ukraine, National Museum of Literature of Ukraine, Museum of Theater, Music and Cinema of Ukraine, Pedagogical Museum of Ukraine, State Scientific and Pedagogical Library of Ukraine named after V. O. Sukhomlynskyi, Scientific Library named after M. Maksymovych.

The pedagogical conditions for the development of the spiritual potential of future masters in the specialties: primary education, music education correspond to the scientific issues and real requests of higher education applicants of this category. At the stage of the molding experiment, the effectiveness of the proposed experimental pedagogical conditions for the development of the spiritual potential of future masters in primary and art education will be tested. We consider the pedagogical conditions for the development of the spiritual potential of masters – future teachers in the framework of an experimental model of the formation of this personal quality in future teachers. The findings of the next stage of empirical research on the stated scientific problem will form the scientific basis for further publications.

5. Conclusions

The results of the research on the scientific problem of the development of the spiritual potential of future masters in an interdisciplinary context testify to the social and personal demand for its solution in the practice of training specialists in pedagogical and music education. In the process of training the teachers of the new generation, the formation of internal senses in the higher education applicants regarding professional activity and public service is undoubtedly relevant. Value-oriented education serves as a factor in the development of worldview, mental qualities of a person, capable

of changing and improving the world around and passing on to students the best spiritual achievements of previous generations. This is precisely the strategic task of forming and developing the spiritual potential of an individual in the process of professional training of primary school and music teachers. First of all, it is about the fact that the quality of education in general secondary education institutions depends on the teacher's holistic spiritual worldview, as well as his/her knowledge, faith and ability to change worldview imperatives under the influence of the demands of the person, community, and society. The research is based on taking into account the scientific idea that the combination of spiritual knowledge and faith provides a sphere of human activity for the cultivation of the future – the young generation capable of making the world around them better. It is education, as a system of a person's orientation to self-knowledge and self-development, the disclosure of his abilities, that creates the necessary conditions for his conscious choice of spiritual and moral priorities, which are decisive in future professional activity, self-determination and cultural creation.

Solving the scientific problem of the spiritual potential development of future masters made it possible to single out and generalize the leading trends in the development of the spiritual potential of future masters (primary school and music teachers), to find out the significant demand of higher education applicants of the second (master's) level for the improvement of the content field of education on the interdisciplinary principles and spiritual-creative activity. According to the results of the research and scientific generalizations, the pedagogical conditions for the development of the spiritual potential of the future masters in pedagogical and art education are substantiated. The article presents the intermediate results of the study. The summarized and highlighted results of the research testify to the need for systematic modernization of the content and procedural components of the future masters' spiritual potential development. The material will be presented in further studies.

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