ABSTRACT

Dissertation for the Degree of Doctor of Philosophy (PhD)
in the specialty "6D010300 - Pedagogy and Psychology"
by Botagoz Zhapparovna Paridinova
on the topic: "Spiritual Worldview Developing in Future Teachers through Personality-oriented Learning"

Research Relevance. In the context of modern globalization, large-scale changes are occurring in the socioeconomic, political, and cultural spheres of society. The rapid development of information and digital technologies, the strengthening of market relations, and the rise of consumerism indirectly impact the human spiritual world. On the one hand, individual freedom, wider choices, and eagerness in professional competition are growing. On the other hand, negative phenomena such as value instability, spiritual crisis, indifference, aggression, suicide, and social alienation are becoming increasingly widespread. In this context, shaping the spiritual worldview of the younger generation and guiding them toward a conscious life based on moral values is a strategic objective of education.

Purpose of the Study: to identify the theoretical-methodological foundations for the development of the spiritual worldview of future teachers through personality-oriented learning, to develop a methodology for its implementation, and to demonstrate its effectiveness through practical application and experimental work.

The main **Research Objectives** arising from the purpose of the dissertation research:

1. To conduct a thorough analysis of theoretical-methodological approaches to the development of the spiritual worldview of future teachers, systematize scholarly views in the field, and, on this basis, to propose a new understanding of the phenomenon of spiritual and moral development in the context of pedagogical science;
2. To clarify the content of the concepts of "spiritual worldview", "personality-oriented learning", and "development of the spiritual worldview of future teachers" through a multi-level analysis and to determine their structural-component model on a scientific basis;
3. To comprehensively characterize the internal and external factors that contribute to the formation and development of the spiritual worldview of future teachers, and to determine the mechanisms of their interconnection and integration;
4. To develop a structural-substantive model for the development of the spiritual worldview of future teachers based on personality-oriented learning, to determine theoretical approaches and pedagogical conditions;
5. To develop a methodology for developing the spiritual worldview of future teachers, test it through practical and experimental work, and prepare scientifically based practical recommendations.

Object of the Study is the process of development of the spiritual worldview of future teachers in higher education institutions.

Subject of the Study: pedagogical conditions, methods, and tools of personality-oriented learning that contribute to the development of the spiritual worldview of future teachers.

Hypothesis: *if the essence*, structure, and theoretical and methodological foundations for the development and formation of future teachers' spiritual worldview are defined, a structural-substantive model based on personality-oriented learning is created, and the developed methodology is implemented in the educational process, then the spiritual worldview of future teachers will be formed at a higher level. This is because higher education institutions create pedagogical conditions that are favorable to the spiritual development of the individual, the formation of value orientations, and the improvement of professional and moral qualities.

Research Methods. The study used a mixed method, combining qualitative and quantitative approaches: 1) theoretical methods; 2) empirical methods; 3) statistical methods.

Main Idea of the Study is that the effective use of personality-oriented pedagogical technologies aimed at developing the spiritual worldview of future teachers ensures the development of spiritual-moral, value, and personal qualities during professional development. The introduction of spiritual-cognitive content, dialogic and reflective approaches, and value-oriented learning opportunities into the university pedagogical process increases the professional and spiritual potential of future teachers and creates conditions for the holistic development of the individual.

Theoretical Significance of the Study. The study defines the methodological foundations of the concept of "spiritual worldview" and systematizes the concepts of spirituality in philosophical, pedagogical, and psychological sciences; the importance of methodological approaches that contribute to the development of the spiritual worldview of future teachers, as an important factor in the professional and personal development of the teacher, is theoretically substantiated and proven; the structural content, component elements and place of spiritual worldview in the professional development of future teachers are systematized and consolidated by a theoretical model; the created structural-substantive model is presented as a theoretical basis that complements pedagogical science, defining the theoretical prerequisites, main directions and structural divisions of the development of a spiritual worldview.

Practical Significance of the Study. As part of the study, a methodological system for developing the spiritual worldview of future teachers through personality-oriented learning has been developed as prepared for implementation in the educational process. It includes an elective course on "Content and Technology of Spiritual Worldview", updated content for the disciplines "Culturology" and "Pedagogy", and a personal reflective portfolio presenting the students' professional and spiritual development.

Theoretical and Methodological Foundations of the dissertation are formed on the basis of interdisciplinary approaches and scientific works of foreign and domestic researchers. In methodological terms, the study is based on the principles of mixed research methods, standards for the development of psychometric instruments, and modern experimental research methods.

Research Base: Korkyt Ata Kyzylorda University, Bolashak University.

Scientific Novelty of the Study.

1. A comprehensive conceptual analysis of the philosophical, psychological, and pedagogical categories of the concept of "spiritual worldview" was carried out, its structural and functional elements were determined, and for the first time, their place and role in the professional training of future teachers were systematically and scientifically studied.

2. The author provides scientific definitions of the concepts of "spiritual worldview" and "personality-oriented learning", enriches the modern pedagogical and psychological scientific vocabulary, and introduces it into scientific circulation.

3. The factors influencing the process of formation and development of the spiritual worldview of future teachers have been identified and systematized. A model has been developed that allows for the comprehensive development of the spiritual potential of future teachers by demonstrating the interrelationship and integration of factors.

4. Systemic, personal, cultural-cognitive, axiological, acmeological, hermeneutic, and philosophical-anthropological methodological approaches that determine the development of a spiritual worldview are identified; for the first time, interconnections and integration mechanisms are widely described. The process is considered in the context of a multi-level and dynamic phenomenon, taking into account the personal and social context in the professional development of future teachers.

5. A structural-substantive model for the development of the spiritual worldview of future teachers through personality-oriented learning has been developed. The functional-target, conceptual-theoretical, substantive-practical, and final-evaluation blocks of the model were scientifically substantiated, ensuring methodological integrity, practical application, and the possibility of adaptation to various learning conditions and student groups.

6. The content of the concept of "development of the spiritual worldview of future teachers" has been clarified, and the main directions of the spiritual worldview (value-semantic, cognitive, reflexive, behavioral, and other components) have been systematized. As a result, an elective course, "Content and Technology of Spiritual Worldview", was introduced, and changes and additions were made to the content of the disciplines "Culturology" and "Pedagogy."

Proposition to be Defended.

1. The spiritual worldview of future teachers is substantiated as a pedagogical category that goes beyond the scope of exclusively religious and social issues and functions in the system of professional training of teaching staff. In the context of modern socio-cultural transformations, the development of the spiritual worldview of future teachers is a significant factor in the formation of their professional and moral position, which is manifested in the level of value orientations, reflexivity, and responsibility for pedagogical activity. The spiritual worldview of future teachers is defined as an integrative personal formation that includes value orientations, beliefs, life meanings, spiritual and moral attitudes, and reflective experience, which allows for an empirical diagnosis of its structure and level of development. The development of the spiritual worldview of future teachers is considered a purposeful and

systematic pedagogical process, implemented in the context of personally-oriented learning and aimed at the formation of internal spiritual potential, professional and moral qualities, and the ability to reflect. The above propositions and their structural components constitute the scientific and methodological basis for the process of developing the spiritual worldview of future teachers and were tested in the conditions of a conducted pedagogical experiment.

2. The spiritual worldview of an individual is a holistic system of methods and principles of cognition, understanding, evaluation, and participation of a person in the world, society, and their own life, organizing their life activity and behavior based on ideal and cultural values. The structural core of a spiritual worldview is formed by value-cultural, cognitive, emotional-value, and pragmatic components, distinguishable at the level of theoretical analysis and empirical diagnostics. Personally-oriented learning is substantiated as the leading pedagogical principle for the implementation of the spiritual worldview of future teachers, since it serves as a condition for their individual development, social adaptation, and professional and moral growth with the systematic inclusion of students in value-based, reflective, and professionally significant educational activities. In this case, a spiritual worldview is an internal value-semantic foundation of the individual, determining the direction of life orientations, understanding of the world, and self-understanding, while personality-oriented learning functions as a pedagogical mechanism for its actualization and practical implementation in the process of professional training of future teachers.

3. The identified and theoretically substantiated factors of formation (18) and factors of development (13) of the spiritual worldview of future teachers, differing in functional orientation and reflecting the stage-by-stage logic of the transition from the primary assimilation of value-semantic foundations to their conscious internalization and stable manifestation in professional and pedagogical activity. They ensure the emergence and initial structuring of spiritual and moral concepts, value orientations, and life meanings among students of pedagogical specialties at the early stages of professional training. The factors of spiritual worldview development determine the deepening, comprehension, and integration of value-semantic formations into the personal and professional identity of the future teacher in the context of systematic reflective, and professionally oriented activities. The set of identified factors is of an intangible nature and forms a systemic group of pedagogical, socio-cultural, and personal conditions, the influence of which on the level of spiritual worldview of future teachers can be empirically recorded through the dynamics of value orientations, reflexivity, and professional-moral attitudes.

4. The development of the spiritual worldview of future teachers is more effective provided that the systemic, personal, cultural-cognitive, axiological, acmeological, hermeneutic, and philosophical-anthropological approaches are applied in an integrated manner, each of which performs an independent methodological function. A systemic approach ensures the integrity of the process of developing a spiritual worldview; personal and axiological, ensuring a focus on individual values and meanings; cultural-cognitive and hermeneutic in the context of understanding spiritual experience as a culturally determined phenomenon; acmeological and

philosophical-anthropological as a focus on the personal and professional self-development of the future teacher. The effectiveness of the integration of these methodological approaches is demonstrated through their coordinated implementation through goals, content, pedagogical mechanisms, and evaluation criteria, which allows us to experimentally identify differences in the level of spiritual worldview of students in the control and experimental groups.

5. The designed structural-substantive model for the spiritual worldview of future teachers through personality-oriented learning represents a holistic system of interconnected components, including the goals of spiritual development, methodological and didactic principles, substantive blocks, motivational and reflective mechanisms, and levels of development. The model functions as a pedagogical tool that provides a targeted influence on the spiritual and moral development of students, subject to the systematic inclusion of reflective, value-based, and professionally oriented educational practices. The criteria-evaluation block of the model allows for an objective diagnosis of the levels of development of the spiritual worldview of future teachers based on a set of indicators (value, cognitive, emotional-moral, and behavioral), which provides the possibility of empirical verification and comparison of results.

6. The implementation of the designed methodological materials, including the elective course “Content and Technology of Spiritual Worldview”, updated content for the disciplines “Culturology” and “Pedagogy”, as well as an individual reflective portfolio, ensures the practical implementation of the structural and substantive model in the educational process of a pedagogical university. The use of these pedagogical tools contributes to the formation of stable pedagogical conditions for the spiritual and moral development of future teachers, the development of their value orientations, the ability for personal reflection, and understanding of their professional mission. The effectiveness of the implementation of methodological materials is confirmed by the positive dynamics in the students’ spiritual worldview indicators under the conditions of experimental learning, which allows for the possibility of scientific verification and experimental confirmation of the obtained results.

Validation, Dissemination and Publication. The results of the author’s dissertation work were published in 26 papers, including foreign publications indexed in the Web of Science and Scopus databases - 5, journals recommended by the Science and Higher Education Quality Assurance Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan - 11, proceedings of international and national academic conferences - 8, and domestic scholarly journals - 2.

Dissertation Structure. The dissertation consists of an introduction, three chapters, a conclusion, a bibliography, and appendices. The dissertation is 314 pages long.