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Model of Developing the Spiritual and Creative Potential of Future Teachers in the “School-University” System

Abstract

Introduction. The research presents a theoretically substantiated model for developing the spiritual and creative potential of future teachers within the “school-university” system, addressing the need for systematic and purposeful development of these essential qualities in modern educational conditions. The study focuses on creating an integrated approach that bridges theoretical preparation with practical implementation in teacher education. *Methodology and Methods.* The research employs theoretical substantiation based on axiological, systemic, person-oriented, cultural, and activity-based approaches, integrated with principles of integration, subjectivity, and spiritual-practical orientation. The methodology includes systematic modeling approach with four interrelated components and sequential developmental stages analysis. *Results.* A comprehensive model was developed comprising four interrelated components: target, content, technological, and assessment-results. The content component consists of motivational-value, cognitive, and activity-reflexive blocks, while the technological component includes forms, methods, tools, and technologies for developing spiritual and creative potential. Four sequential developmental stages were identified and characterized: adaptive-diagnostic, value-semantic, professional-activity, and creative-transformative. Pedagogical conditions were established including creation of integrated spiritual and creative educational environment, development of elective courses, advancement of subject position, and application of innovative pedagogical technologies. The assessment-results component contains criteria and levels for evaluating developmental progress. *Scientific novelty.* The research provides theoretical foundation for integrating spiritual and creative potential development within the “school-university” system, establishing a comprehensive model that systematically addresses the multidimensional nature of teacher preparation through innovative integration of educational environments and developmental approaches. *Practical significance.* The proposed model ensures systematic and purposeful development of future teachers’ spiritual and creative potential, providing educational institutions with evidence-based framework and practical tools for implementing integrated teacher preparation programs that address contemporary educational demands and enhance teaching effectiveness.

Keywords: model, spiritual and creative potential, future teacher, “school-university” system.

Introduction. The crisis of spiritual and moral values, the erosion of traditional moral guidelines, and the strengthening of pragmatic tendencies have a negative impact on the education system (Purpel, 2004; Giroux, 2004; Erenchinova, 2018; Ovsiankina, 2020), reducing the educational potential of pedagogical activity. Under these conditions, there is an increasing need for teachers who can resist destructive sociocultural influences and carry out spiritual and moral education of the younger generation. However, the existing system of teacher

training is characterized by fragmentation and inconsistency of educational influences, and the absence of a systematic approach to developing the spiritual and creative potential of future teachers.

The problem of ensuring continuity in developing the spiritual and creative potential of teachers at various stages of professional development is of particular relevance. The “school-university” system represents a unique educational trajectory that allows for purposeful and continuous development of the spiritual and

creative potential of future teachers from the early stages of professional self-determination to full entry into the profession.

The relevance of the research is also related to the insufficient development of theoretical and methodological foundations for developing the spiritual and creative potential of teachers, the absence of a holistic concept revealing the essence, structure, and mechanisms of development of this phenomenon in the system of continuous pedagogical education. Creating a scientifically substantiated model for developing the spiritual and creative potential of future teachers in the “school-university” system will fill the existing gap in pedagogical science and practice.

A model is a simplified reflection of a real object, process, or phenomenon that preserves their key properties. In the process of model construction, abstraction from secondary details occurs, allowing researchers to focus on the essential characteristics of the subject being studied. Modeling as a method of scientific research consists of creating, studying, and applying models, providing the possibility of indirect analysis of objects through their conceptual analogues in situations where direct research is difficult or impossible for objective reasons (Boudon, 1979; Wells, 1995).

In the methodology of science, modeling holds a special place, performing a number of important functions. First, it acts as a connecting link between the theoretical and empirical levels of cognition, allowing theoretical hypotheses to be tested without conducting full-scale experiments. Second, modeling possesses significant heuristic potential, facilitating the generation of new ideas and research directions. Third, it provides a prognostic function, making it possible to predict the behavior of studied systems under various conditions. The methodological value of modeling is manifested in its universality – this approach is applicable in all scientific disciplines, contributing to the integration of scientific knowledge and the formation of interdisciplinary research programs. In modern science, characterized by the increasing complexity of studied objects, modeling is a tool of cognition that allows for

ordering and systematizing empirical data, formulating and testing theoretical propositions (Zemlyanskaya, 2013; Kinyakin, 2015; Svinarenko 2017).

The model for developing the spiritual and creative potential of future teachers in the “school-university” system is a holistic conceptual structure reflecting the interconnected components and processes of forming professional and personal qualities, value orientations, and creative abilities of teachers at different stages of their professional development in the conditions of continuity between school and higher education. It aims to create optimal conditions for unlocking the internal resources of the individual and developing their capacity for spiritual self-improvement and creative self-realization in pedagogical activity.

The design of the model is necessitated by the need for a systemic solution to the problem of developing spiritual and creative potential in modern pedagogical education. Its significance is determined by the need to create a holistic mechanism for the professional development of future teachers capable of spiritual self-improvement and creative self-realization through reflexive understanding of pedagogical activity. The model performs prognostic, organizational, and technological functions, ensuring the transition from theoretical understanding of the process of developing spiritual and creative potential to its practical implementation in the integrated educational space of the “school-university” system.

The structural-functional model, which includes target, content, technological, and assessment-results components, ensures the systematic and holistic nature of the future teacher’s professional and personal development process. A special role in the model is assigned to the integrated spiritual and creative educational environment in the “school-university” system, which serves as an instrumental foundation for developing spiritual and creative potential, providing mechanisms for professional self-knowledge, value-based self-determination, and creative self-development of future teachers.

The significance of the developed model is determined by its potential in addressing the

following tasks of professional preparation of future teachers: forming a holistic understanding of the spiritual and moral foundations of the teaching profession; developing creative thinking and capacities for innovative activity; mastering mechanisms of spiritual and creative self-realization; and establishing the subjective position of future teachers in continuous professional development.

Thus, the model serves as a theoretical-methodological foundation and technological toolkit for developing the spiritual and creative potential of future teachers, ensuring the systematic, purposeful, and effective nature of this process. Its implementation in professional training conditions will create the environment for harmonious professional development of future teachers who are capable of spiritual self-improvement and creative transformation of pedagogical reality based on a deep understanding of humanistic values and meanings in education.

Materials and Methods. The methodology for designing the model was based on a theoretical-methodological analysis of the problem of developing the spiritual and creative potential of future teachers to answer the *research question*: What are the structural and functional components of the model for developing the spiritual and creative potential of future teachers in the “school-university” system? During the model construction process, scientific literature was analyzed, allowing for the identification of key determinants in the formation of the spiritual and creative potential of future teachers and the determination of an optimal model structure. Based on theoretical analysis, basic components were established that ensure the integrity and functionality of the model: target, content, technological, and assessment-results. The methodological approaches used were axiological, systemic, person-oriented, cultural, and activity-based, the integration of which creates a theoretical-methodological foundation for effectively developing the spiritual-moral values and creative abilities of future teachers.

The target component was defined as system-forming based on its key role in determining the

direction of the entire process of developing the spiritual and creative potential of future teachers in the “school-university” system. The structure of the content component was determined by the essential characteristics of spiritual and creative potential identified during theoretical analysis and includes motivational-value, cognitive, and activity-reflexive blocks. The technological component was formed based on an analysis of effective mechanisms for developing spiritual and creative potential and includes forms, methods, tools, and technologies for developing spiritual and creative potential. The assessment-results component is integrated into the model to ensure the diagnosability of results and the possibility of monitoring the effectiveness of the process of developing the spiritual and creative potential of future teachers in the “school-university” system.

During the model design process, hierarchical and horizontal connections between components were established, ensuring their systemic interaction. The methodological foundation for the design was provided by axiological, systemic, person-oriented, cultural, and activity-based approaches, allowing for the creation of a holistic, dynamic model for developing the spiritual and creative potential of future teachers in the “school-university” system (figure 1).

In the context of developing the spiritual and creative potential of future teachers in the “school-university” system, the theoretical and methodological necessity of including specific components in the model is determined by a number of fundamental scientific concepts and approaches: the target component is based on axiological and systemic approaches (Antoniuk, 2021; Egorova, 2022; Kaltayeva, 2021), which define goal-setting as a system-forming factor of spiritual and creative development, and the concept of professional development of teachers (Guskey, 2002; Van Veen, 2012; Darling-Hammond, 2017); the content component relies on the theory of value-semantic development of personality (Romanova, 2019) and the concept of spiritual and moral education (Jumaevich, 2021), integrating motivational-value, cognitive, and activity-reflexive aspects of

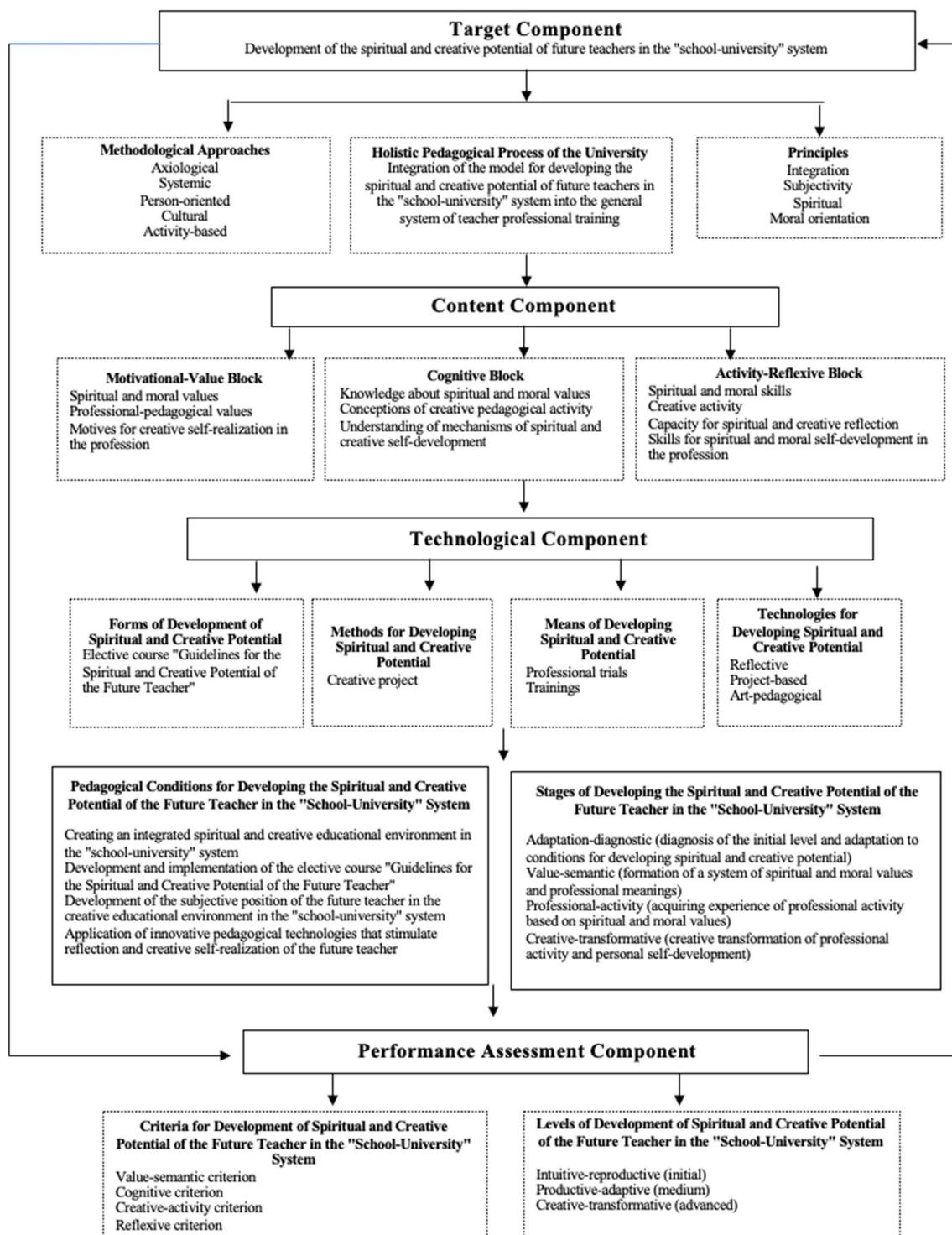


Figure 1: Model for developing the spiritual and creative potential of future teachers in the “school-university” system

teacher formation; the technological component is based on the theory of creative self-realization (Nikulova, 2016; Novikov, 2023) and principles of cultural education (Hyttén, 2011), providing mechanisms for spiritual and creative development through various forms, methods, tools, and technologies; the

assessment-results component is based on the person-oriented approach (Kharchenko, 2022) and the theory of pedagogical diagnostics (Eshankulovna, 2023), ensuring measurability and controllability of the process of developing spiritual and creative potential. The systemic connections between components are justified

by the principles of integration, subjectivity, and spiritual-moral orientation (Akhmadiyeva, 2017) and the theory of value-semantic development (Romanova, 2019), which determine the interdependence of all elements of spiritual and creative development and the integral nature of the phenomenon being formed, confirmed by contemporary research in the field of professional development of teachers (Villegas-Reimers, 2003; Postholm, 2012). Let us analyze the proposed model by examining in detail its structural components and functional features.

Results and Discussion. *The Target Component* was defined as system-forming based on its key role in determining the direction of the entire process of developing the spiritual and creative potential of future teachers in the “school-university” system. The purpose of this component is to ensure purposeful, systematic, and value-oriented development of the spiritual and creative qualities of the future teacher’s personality, necessary for effective professional activity and personal self-realization in the teaching profession. The structure of the target component presents methodological approaches, the selection of which is determined by the specificity of spiritual and creative potential as an integral personal formation. The axiological approach is necessary due to the value-based nature of spiritual and creative potential, which is based on a system of spiritual and moral guidelines for teachers and manifested in a value-oriented attitude toward pedagogical activity. The systemic approach provides a holistic vision of the process of developing spiritual and creative potential as a multi-component structure with numerous internal and external connections, integrating various aspects of this process into a unified system. The person-oriented approach is justified by the individual nature of spiritual and creative potential, the unique development of which is determined by the subjective experience and personal meanings of each future teacher. The cultural approach is necessary for forming spiritual and creative potential in a cultural context, through the mastery of cultural patterns and traditions that form the basis of the spiritual and moral component of pedagogical activity.

The activity-based approach ensures the development of spiritual and creative potential through the active inclusion of future teachers in professional activities requiring creative self-expression and self-realization.

The holistic pedagogical process of the university as a structural element of the target component ensures the integration of the model for developing the spiritual and creative potential of future teachers into the general system of teacher professional training. This holistic pedagogical process has special significance because it allows for overcoming the fragmentation of educational influences and creates conditions for organically embedding the process of developing spiritual and creative potential into the educational paradigm of the pedagogical university. Within the framework of the holistic pedagogical process, all types of student activities, all forms of organization of the educational process, and all stages of professional training are united into a single system. Of particular importance is the establishment of continuity between school and university education, ensuring the continuous development of spiritual and creative potential at all stages of the teacher’s professional development. The holistic pedagogical process creates the necessary conditions for a comprehensive impact on the cognitive, emotional, and behavioral spheres of the future teacher’s personality, contributing to the harmonious development of all components of their spiritual and creative potential.

Principles define the fundamental provisions regulating the process of developing the spiritual and creative potential of future teachers. The principle of integration ensures the unification of various aspects of the educational process into a single whole, which is particularly significant for the “school-university” system as a continuous educational trajectory. This principle allows for overcoming the gap between theoretical preparation and practical activity, between the educational process and character development work, between school and university education, creating conditions for the holistic development of spiritual and creative potential. The principle of subjectivity affirms the priority of an active,

independent, creative position of future teachers in the process of developing their spiritual and creative potential. The implementation of this principle involves creating an educational environment that stimulates the manifestation of initiative, responsibility, and reflexivity as key qualities of the subject of pedagogical activity. The principle of spiritual and moral orientation determines the value foundation for developing spiritual and creative potential, emphasizing the formation of a system of spiritual and moral values and beliefs that define the professional position of the teacher.

The Content Component of the model for developing the spiritual and creative potential of future teachers represents a complex structure consisting of three interconnected blocks. The motivational-value block establishes the axiological foundation for teacher development and includes spiritual and moral values that form the moral core of the personality; professional-pedagogical values that define ethical and professional guidelines in pedagogical activity; as well as motives for creative self-realization in the profession, which serve as internal drivers for seeking new methods and approaches in pedagogical practice. The cognitive block encompasses the theoretical preparation of future teachers and combines knowledge about spiritual and moral values, their origin, essence, and significance in the modern educational process; conceptions of creative pedagogical activity, including understanding its specifics, methods, and forms of implementation; as well as understanding the mechanisms of spiritual and creative self-development that ensure continuous professional improvement. The activity-reflexive block is aimed at the practical implementation of acquired knowledge and value orientations and contains spiritual and moral skills that allow for the embodiment of ethical principles in everyday pedagogical practice; creative activity manifested in the creation of innovative approaches to the educational process; capacity for spiritual and creative reflection, providing critical understanding of one's own activities from the positions of spirituality and creativity; as well as skills of spiritual and moral self-development

in the profession, allowing teachers to continuously improve both professionally and personally. All these components collectively form a holistic system aimed at developing highly qualified teachers capable not only of transmitting knowledge but also of contributing to the spiritual and moral formation of their students.

The Technological Component of the model for developing the spiritual and creative potential of future teachers represents a comprehensive system consisting of four interconnected parts, in which the elective course "Guidelines for the Spiritual and Creative Potential of Future Teachers" is the leading element. Within this course, students study the theoretical foundations of spirituality and creativity in pedagogical activity, become familiar with the pedagogical heritage of outstanding humanist educators, and master practical methods for integrating the spiritual and moral component into the educational process. The course is built on the principles of interactivity, practice-orientation, and individual approach, allowing future teachers not only to acquire knowledge but also to form a personal position regarding spiritual and moral values in the profession.

Within the elective course "Guidelines for the Spiritual and Creative Potential of Future Teachers," a creative project is implemented aimed at addressing a current problem in modern education – the integration of the spiritual and moral component into the digital educational environment. It will allow future teachers to combine traditional spiritual values with innovative technological solutions. Within the project, students: investigate the peculiarities of how modern schoolchildren perceive spiritual and moral values in the context of society's digitalization; develop the concept of an interactive educational resource that includes: a series of multimedia lessons with interactive tasks; virtual discussion platforms for discussing moral dilemmas; gamified elements aimed at developing empathy and moral choice; and creative assignments with opportunities for digital self-expression. The project develops digital competencies that are in demand in the modern labor market and enables

students to implement their own creative ideas in contemporary educational conditions.

Means of Developing Spiritual and Creative Potential include professional trials and trainings. Professional trials represent the modeling of elements of pedagogical activity within the educational process, where students can test various methods and technologies aimed at spiritual and moral education, allowing future teachers to gain experience in solving professional tasks related to the formation of value orientations in learners. Pedagogical trials are organized as a space for collective creativity, where under the guidance of experienced teachers or in a peer-learning mode, innovative methods are mastered and ideas are exchanged. Within these trials, techniques such as analysis of pedagogical situations, development of didactic materials, and modeling of pedagogical systems are used. Trainings are aimed at developing specific skills and qualities necessary for realizing spiritual and creative potential: empathy, reflection, creativity, communication skills, and the ability to work in a team. Role-playing games, psychogymnastic exercises, and methods of self-knowledge and self-regulation are widely used in these trainings.

Technologies for Developing Spiritual and Creative Potential are represented by three main groups: reflective, project-based, and art-pedagogical. Reflective technologies are aimed at forming the ability for self-analysis and understanding of one's pedagogical activity. These include keeping reflective journals, compiling portfolios of achievements, self-analysis of conducted lessons, and working with personal and professional qualities through various forms of feedback. Project technologies involve the sequential design of pedagogical activity from goal-setting to evaluation of results. Within the elective course, students master technologies for designing educational programs, lessons, and character-building events with an emphasis on the spiritual and moral component. Art-pedagogical technologies are based on using the potential of art in the educational process: dramatization, musical creativity, visual arts, and literary

creativity, which are used both for the self-development of future teachers and as tools for working with students. Within the teaching of the elective course, all these methods, means, and technologies are integrated into a unified system, providing a comprehensive impact on the development of the spiritual and creative potential of future teachers.

The model is based on four interconnected *pedagogical conditions*: the first pedagogical condition – *creating an integrated spiritual and creative educational environment in the "school-university" system* – is justified by the principle of educational continuity and the need for continuity in personal development. L.S. Vygotsky's cultural-historical theory confirms that the environment is the most important factor in the formation of higher mental functions and value orientations (Volkova, 2017). An integrated educational environment provides holistic immersion in the professional culture of teaching throughout the educational journey. Such an environment creates the foundation for implementing the adaptive-diagnostic stage, when initial familiarization with the values of the profession occurs and the personal potential of the future teacher is identified. It is in this environment that effective diagnosis of the initial level of development and adaptation to the conditions of spiritual and creative formation becomes possible.

The second condition – *development and implementation of the elective course "Guidelines for the Spiritual and Creative Potential of Future Teachers"* – relies on research by V.A. Slastenin and I.F. Isaev, who demonstrate that specialized courses significantly increase the effectiveness of professional training (Slastenin, 2013). The elective nature of the course allows for considering individual characteristics of students, corresponding to the person-oriented approach in education. The course provides substantive content for the value-semantic stage, creating a theoretical and practical basis for forming a system of spiritual and moral values and professional meanings. The structured presentation of information and specially organized practical activities within the course contribute to a more conscious formation of the

value core of the future teacher's personality, serving as the foundation for their professional position.

The third condition – *development of the subject position of future teachers in the "school-university" system* – is based on K.A. Abulkhanova-Slavskaya's concept of subjectivity, according to which a person becomes a true subject of their life only with internal motivation and awareness (Dunaeva, 2016). The subject position is necessary for forming responsibility for one's professional path and actively constructing one's professional image. This condition is directly related to the professional-activity stage, when the future teacher transitions from theoretical mastery of values to their practical implementation. It is precisely the subject position that allows for acquiring not formal but personally significant experience of professional activity based on spiritual and moral values, when these values become internal regulators of professional actions and decisions.

The fourth condition – *application of innovative pedagogical technologies that stimulate reflection and creative self-realization* – relies on the professional thinking of the teacher. Reflection as a mechanism for awareness and rethinking of experience is necessary for the development of spirituality, while creative self-realization allows for embodying values in specific pedagogical decisions. This condition is closely related to the creative-transformative stage, at which a qualitative leap occurs in the development of spiritual and creative potential – from following models to creating new methods of pedagogical activity. Innovative technologies create a space for experimentation and creative search, which is necessary for forming readiness to transform professional reality in accordance with spiritual and moral values.

The interconnection of stages in developing spiritual and creative potential is built into a logical sequence, ensuring the gradual deepening and expansion of the spiritual and creative experience of future teachers. The adaptive-diagnostic stage lays the foundation for further development, forming motivation and readiness for conscious work on oneself.

The value-semantic stage, the significance of which is revealed in the works of V. Frankl and D.A. Leontiev, ensures the formation of the inner core of the teacher's personality, determining the direction of all their professional activity (Frankl, 1990; Leontiev, 2022). The professional-activity stage, the importance of which is confirmed by A.N. Leontiev's activity approach, allows for translating values from abstract concepts into specific ways of professional behavior (Merezhnikov, 2014). The creative-transformative stage, the validity of which is revealed in J.A. Ponomarev's research on creativity, represents the highest level of development of spiritual and creative potential, at which the personality not only follows existing norms but also creates new forms of professional activity (Glăveanu, 2014).

The pedagogical conditions and stages of developing the spiritual and creative potential of future teachers are interconnected and interdependent, forming a holistic system in which conditions create opportunities for the effective implementation of stages, while stages determine the sequence and direction of applying pedagogical conditions. The integrated educational environment creates a context for implementing all development stages; the elective course provides a substantive basis for forming the value-semantic sphere; the subject position activates the inclusion of the personality in professional activity; and innovative technologies create a space for creative transformation and self-development. Such a systemic model ensures the effective development of the spiritual and creative potential of future teachers in the unity of all its components – motivational-value, cognitive, and activity-reflexive.

The Assessment-Results Component of the model for developing the spiritual and creative potential of future teachers represents a system of criteria and levels that allow for diagnosing and evaluating the degree of potential development in the process of professional training.

The Value-Semantic Criterion reflects the formation of a system of spiritual and moral values and professional meanings in the teacher's personality. This criterion is

characterized by the presence of stable value orientations that determine the humanistic direction of pedagogical activity. The value-semantic component includes awareness of the significance of spiritual and moral principles in education, acceptance of the values of the teaching profession, formation of a professional worldview, and understanding of the spiritual and moral mission of teachers in modern society.

The Cognitive Criterion characterizes the degree of theoretical preparedness of future teachers in the field of spiritual and moral education and creative pedagogical activity, including knowledge of basic concepts of spiritual and moral development of personality, understanding of the essence of creativity in the teaching profession, knowledge of methods and techniques for developing the spiritual and creative potential of students, understanding of the relationship between spirituality and creativity in pedagogical activity, as well as theoretical awareness of ways for one's own spiritual and creative self-improvement.

The Creative-Activity Criterion determines the ability of future teachers to practically implement spiritual and moral values in pedagogical activity and creatively solve professional tasks. It is manifested in the ability to integrate spiritual and moral values into the educational process, the capacity to develop and apply original pedagogical solutions, readiness for innovative activity, and the ability to create an atmosphere of creativity and spiritual-moral search in the educational process.

The Reflective Criterion characterizes the ability of future teachers to self-analyze, evaluate, and correct their own activities in the context of spiritual and moral values, including the ability to analyze their own pedagogical activity from the position of spiritual and moral values, capacity for professional self-improvement, critical thinking, adequate self-assessment, and aspiration for spiritual growth and professional self-improvement.

The presented criteria serve as the basis for a comprehensive assessment of the development of the spiritual and creative potential of future teachers and allow for differentiating three qualitatively distinct levels of its development:

intuitive-reproductive, productive-adaptive, and creative-transformative.

The Intuitive-Reproductive (Initial) Level is characterized by unstable value orientations in the professional sphere and superficial ideas about the spiritual and moral foundations of pedagogical activity. The future teacher possesses fragmentary knowledge about the spiritual and creative development of personality and acts predominantly according to models, copying known methods and techniques without creatively rethinking them. Professional reflection is weakly expressed, self-analysis is superficial, and a systemic vision of one's own professional development is absent. Pedagogical tasks are solved intuitively, without deep understanding of their spiritual and moral component.

The Productive-Adaptive (Intermediate) Level is distinguished by a sufficiently stable system of value orientations in the professional sphere and a conscious attitude toward the spiritual and moral foundations of pedagogical activity. The future teacher possesses systematic knowledge about the spiritual and creative development of personality, is capable of adapting known methods and techniques to specific pedagogical situations, and demonstrates elements of creativity in solving professional tasks. Professional reflection is sufficiently developed, regular self-analysis is carried out, and there is an understanding of the prospects for one's own professional development. Pedagogical tasks are solved consciously, taking into account their spiritual and moral component.

The Creative-Transformative (Advanced) Level is characterized by a stable and conscious system of spiritual and moral values that have become internal regulators of professional activity. The future teacher possesses deep and systematic knowledge about the spiritual and creative development of personality, is capable of developing original methods and technologies, and can creatively transform pedagogical reality. Professional reflection is strongly expressed, self-analysis is deep and multi-faceted, and there is a clear vision of the trajectory of one's own professional development. Pedagogical tasks are solved creatively, with a deep understanding of

their spiritual and moral essence and orientation toward developing the spiritual and creative potential of students. The system of criteria and levels allows for comprehensively assessing the development of the spiritual and creative potential of future teachers, identifying strengths and weaknesses of this process, and determining directions for further work on improving the model of developing spiritual and creative potential in the “school-university” system.

Conclusion. The spiritual and creative potential of future teachers in the “school-university” system represents a complex integrative phenomenon requiring a systematic approach to its formation during professional preparation. The conducted research allowed for developing and theoretically substantiating a model that ensures the purposeful development of this professionally significant quality. The effectiveness of the proposed model is determined by the comprehensive integration of pedagogical conditions and sequential stages of developing spiritual and creative potential, creating the necessary prerequisites for the harmonious professional formation of future teachers. A significant advantage of the developed model is its value-oriented character, implemented through a system of specially organized conditions that ensure conscious spiritual and creative development of the personality. The pedagogical conditions identified in the study – creating an integrated spiritual and creative educational environment, developing and implementing an elective course, developing the subject position of future teachers, and applying innovative pedagogical technologies – determine the organizational and pedagogical foundations

for effectively implementing the model in the holistic pedagogical process of the university. Of particular importance is the identification of four sequential stages of development (adaptive-diagnostic, value-semantic, professional-activity, and creative-transformative), allowing for ensuring continuity and systematicity in the formation of spiritual and creative potential. Each stage is characterized by specific tasks and mechanisms for their implementation, contributing to the gradual development of spiritual and moral values and creative self-realization of future teachers. The developed system of criteria and levels for evaluating spiritual and creative potential allows for comprehensively diagnosing the effectiveness of formative influence, tracking the dynamics of development, and timely adjusting the educational process. The integration of value-semantic, cognitive, creative-activity, and reflective criteria ensures a holistic approach to assessing the development of spiritual and creative potential, encompassing all its essential characteristics.

Thus, the developed model represents a holistic mechanism for developing the spiritual and creative potential of future teachers, based on the integration of theoretical-methodological approaches and practice-oriented technologies. The implementation of this model in the professional preparation conditions of the “school-university” system will create conditions for the effective professional development of future teachers capable of providing spiritual and moral education to the younger generation and creatively transforming pedagogical reality.

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