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TÍTULO: Tecnologías pedagógicas de desarrollo de madurez espiritual de futuros docentes.

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RESUMEN: El artículo define la esencia y estructura del fenómeno "madurez espiritual de los futuros maestros". Substancia el concepto de desarrollo de la madurez espiritual de los futuros docentes, define componentes, criterios, indicadores y caracteriza los niveles de madurez espiritual, y corrobora las etapas de su desarrollo dentro de los futuros docentes en educación pedagógica. El propósito del artículo es corroborar y probar la efectividad del sistema de tecnologías pedagógicas del desarrollo de la madurez espiritual de los futuros maestros de manera experimental. La verificación experimental del sistema de tecnologías pedagógicas demostró su eficacia, que se manifestó en la diferencia entre los niveles de desarrollo de la madurez espiritual de los estudiantes de control y los grupos experimentales.

PALABRAS CLAVES: futuro maestro, madurez espiritual, tecnologías.

TITLE: Pedagogical technologies of development of spiritual maturity of future teachers.

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ABSTRACT: The article defines the essence and structure of the phenomenon "future teachers' spiritual maturity". It substantiates the concept of development of future teachers' spiritual maturity, defines components, criteria, indicators and characterize the levels of spiritual maturity, and substantiates the stages of its development within future teachers in pedagogical education. The purpose of the article is to substantiate and test the effectiveness of the pedagogical technologies system of future teachers' spiritual maturity development in an experimental way. Experimental verification of the system of pedagogical technologies for future teachers' spiritual maturity gradual development proved their effectiveness, which was manifested in the difference between the levels of spiritual maturity development of students of control and experimental groups.

KEY WORDS: future teacher, spiritual maturity, technologies.

INTRODUCTION.

The main figure of modern education is the teacher, who puts forward high demands for solving society's urgent problems, as well as ensuring innovation and competitiveness of all spheres of his life.

Innovative development of national pedagogical education, in accordance with world standards, will contribute to a significant growth of the intellectual, cultural, spiritual and moral potential of the individual and society, in accordance with the National Strategy for the Development of Education in Ukraine until 2021. The level of achievement of a teacher's activity results and the awareness of the ways of realization of his own plans are determined by his maturity.

Ability to make the right decisions, responsibly treat yourself, others and the environment are signs of maturity. Characteristic traits of a mature personality are a creative approach to business, understanding of others. Inquiries of the modern education market to the professional mobility of the teacher's personality outline the new principles of his spiritual maturity, which makes it relevant to determine the nature, structure and features of the future teachers' spiritual maturity development.

DEVELOPMENT.

Analysis of recent research and publications.

In contemporary pedagogical studies, such aspects of future teachers' spiritual maturity development are highlighted as: maturity of the individual (B. Ananiev, L. Antsiferova, Y. Bardin, O. Ganzha, T. Guseva, V. Radul, O. Shtepa); spiritual maturity (Y. Gilbuch, W. James, B. Bratus, V. Rybalka, T. Shibutani, M. Bergen etc.); development of spiritual maturity on the basis of humanistic direction in the theory of personality (A. Maslow, K. Rogers); technological approach in professional training (V. Bepalko, A. Gritchenko, O. Kobernyk, O. Komar, M. Martyniuk, I. Podlasiy, O. Pometun, G. Selevko, S. Tkachuk); structural and functional aspects of spiritually mature professional and

pedagogical activity (K. Ablkhanov-Slavskaya, L. Bozhovich, G. Vashchenko, A. Makarenko, A. Petrovsky, A. Rean, V. Sukhomlinsky).

Covering previously unresolved parts of a common problem.

At the same time, the questions of future teachers' spiritual maturity development by means of modern pedagogical technologies remain open. In particular, the aspects of integration of conceptual and technological principles of future teachers' spiritual maturity development in the educational environment of a pedagogical institution of higher education need to be considered.

The analysis of psychological and pedagogical studies, the quality of professional training of future teachers in pedagogical institutions of higher education have revealed the contradiction between the need to introduce effective pedagogical technologies for future teachers' spiritual maturity development in the pedagogical process and the lack of awareness of teachers in the profession.

The purpose of the article is to substantiate and experimentally test the effectiveness of the system of pedagogical technologies for future teachers' spiritual maturity development.

According to the purpose of the research, its main tasks are defined: to determine the essence and structure of the phenomenon "development of future teachers' spiritual maturity"; to substantiate the concept of future teachers' spiritual maturity development; to find out the psychological and pedagogical foundations of spiritual maturity development; identify the components, criteria, indicators and characterize the levels of spiritual maturity as a result of the personal and professional development of future teachers; to design and test the stages of future teachers' spiritual maturity development in higher education pedagogical institutions; to justify the system of pedagogical technologies of spiritual development of future teachers in pedagogical institutions of higher education and to experimentally test their effectiveness.

To solve the problems at different stages of scientific search, we used a set of such interrelated and adequate goals and tasks of researching methods:

- Theoretical methods – analysis, classification, generalization of theoretical approaches of domestic and foreign scientists in the field of philosophy, sociology, pedagogy, psychology to study the nature, structure and features of the spiritual maturity development of the future teacher; psychological and pedagogical sources for determining the terminological apparatus of research; comparison, synthesis of different conceptual approaches to the development of personality maturity for the development of conceptual foundations for future teachers' spiritual maturity development; systematization of theoretical and empirical data to substantiate the psychological and pedagogical foundations of future teachers' spiritual maturity development.
- Empirical methods – observation, study of pedagogical practice, experiment (ascertainment, formative and control) and correlation analysis of its results in order to establish the levels of development of future teachers' spiritual maturity through the use of pedagogical technologies;
- Methods of mathematical statistics to reflect the pedagogical phenomenon in quantitative indicators, to compare the data of experimental and control groups, to track trends in qualitative changes in the levels of future teachers' spiritual maturity development, to check the reliability and validity of the results of experimental work.

Research results.

In the context of the study, we will identify the substantive components of the concepts of "development", "spiritual development", "maturity", "spiritual maturity" as the leading components of the phenomenon of "spiritual maturity development of the future teacher".

The analysis of psychological sources (I. Beh, G. Kostyuk, S. Maksimenko, K. Platonov, V. Rybalka) made it possible to conclude that within the framework of this research the concept of development is considered as a socio-phenomenological process and the result of regular changes in the personal and professional tumors of future teachers. , which are directed by the influence of the educational space of the pedagogical institution of higher education, the individual's own activity, determine his spiritual, mental maturity, consciousness and culture.

As a result of generalization of subjective (K. Albukhanov-Slavskaya, B. Bratus, A. Brushlinsky, U. James, L. Mitina), activity (P. Jeanne, V. Rybalka, S. Rubinstein), professional (E. Klimov) , N. Kuzmina, A. Markov, V. Slastionin) and acmeological (O. Bodalev, A. Derkach, V. Zazikin, N. Kuzmina) approaches have established that the phenomenon of "spiritual development" is defined as awareness by the future teacher of one's own interpersonal moral position for which he is responsible and confirms by his actions, the process of attaining him the highest degree of personality close development in solving life and educational and professional situations, organized on the basis of conceptualized principles of individualized educational and professional activity.

Analysis of philosophical (S. Ikonnikov, O. Comte, L. Kogan and Y. Bardin), sociological (S. Polishchuk, V. Radul, G. Yavorskaya), acmeological (A. Bodalev, A. Derkach, N. Kuzmin), psychological (E. Erickson, L. Kolberg, A. Maslow, K. Platonov, K. Rogers) approaches to the concept of "maturity" gives the opportunity to define it as an integrative indicator of the quality of personality, as a continuous process and the result of the development of its states at different stages of life a person characterized by the highest personal achievements of a full spiritual, intellectual and physical self-action, self-realization and self-development of quality features and full implementation of the stabilization and abilities of the individual components as its integration into the society.

The study of the concept of "spiritual maturity" in the works of B. Bratus, Y. Gilbukh, I. Ilyin, V. Rybalka, T. Shibutani, M. Bergen allowed us to define the "spiritual maturity" of the future teacher as a process and result of personal and professional development of integrated quality, which is characterized by the capacity for psychological closeness with others, including such personal qualities as kindness toward people, empathy, the ability to listen, the need for spiritual closeness with other people.

The above statements form the basis of the author's formulation of the concept of "developing the future teachers' spiritual maturity" as becoming aware of the future teacher of his own interpersonal moral position, for which he is responsible and confirms his actions, the achievement of the highest degree of development of such integrative, contact, need for communication, caring and respect for others, collectivism, openness and kindness towards people, patience towns and tolerance, empathy and depth of experience, harmony with the environment, understanding the meaning of life, and the need for togetherness with others.

The explanation of the essence of spiritual maturity and its prediction was determined by the existing structural conceptions of the development of personality maturity, developed by world personology in the psychodynamic theory of personality of S. Freud, the individual theory of personality of A. Adler, the humanistic theory of personality of E. Thorstium, the theory of personality. G. Allport, the ego-theory of E. Erickson's personality, the analytical theory of K. Jung's personality, the humanistic direction of A. Maslow's theory of personality, phenomenologists the direction of K. Rogers' personality theory and others (ХЪЕЛЛ, Зиглер, 2007; Bergen, 2003).

Understanding the tasks and ways of developing the future teachers' spiritual maturity is carried out by two approaches: psychological and pedagogical. The subject of psychological study in this phenomenon was the process and result of the development of personality, clarification of existing and potentially possible personal and professional qualities in terms of personally oriented vocational

training and determining the initial levels of formation of personal and professional qualities in future teachers. The pedagogical approach to defining the tasks and ways of developing the spiritual maturity of the individual involved the obligatory clarification of the personal and professional qualities of the future teacher for his / her compliance with the requirements of state educational standards, development of pedagogical technologies with appropriate techniques and ways of forming the important personality-professions.

To determine the state of students' spiritual maturity development, criteria, indicators and their levels have been substantiated (Якобсон, 1981). As future teachers' spiritual maturity development is characterized by the levels of its formation by the criterion of the productivity of educational and professional activity and the development of professionally significant qualities: in relation to other participants of educational and professional activity. The degree of manifestation of these signs is determined by indicators of spiritual maturity.

The research proposed the author's diagnostic tool for determining the levels of spiritual maturity in the form of a description of qualitative indicators of the extent of its manifestation.

Five levels of future teachers' spiritual maturity development are characterized: 50-54 points - a satisfactory level; 55-64 points are sufficient; 65-79 points - good level; 80-89 points - very good; 90-100 points - excellent level (Довідник користувача Європейської кредитно-трансферної системи (ЄКТС), 2009; Компетентнісний підхід у сучасній освіті : світовий досвід та українські перспективи, 2004; Про методичні рекомендації щодо запровадження Європейської кредитно-трансферної системи та її ключових документів у вищих навчальних закладах, 2010).

The excellent level of future teachers' spiritual maturity development is characterized by harmony with the environment, understanding of the meaning of life, the need for spiritual closeness with others.

A very good level of future teachers' spiritual maturity development is characterized by closeness, contact, need for communication, care and respect for others. A good level of future teachers' spiritual maturity development is characterized by empathy and depth of experience. A sufficient level of future teachers' spiritual maturity development is characterized by openness, tolerance and tolerance. A satisfactory level of future teachers' spiritual maturity development is characterized by displays of collectivism and kindness towards people.

The ascertaining diagnosis, which included 311 students of pedagogical institutions of higher education in Ukraine, enabled us to identify, through quantitative and qualitative data analysis, the negative dynamics of the levels of development of spiritual maturity components, when at all levels, except satisfactory, their regression occurred. Thus, the number of students who showed an excellent level decreased from the first year of the bachelor's degree to the second year of the master's degree (5,5 years of study) from 17,7% to 13,8%; the number of students who found a very expensive level decreased from 22,9% to 15,4%; at a good level, this decrease occurred from 22,7% to 18,8%; and at a sufficient level, negative dynamics occurred in the range of 20,3% to 18,7%. And only at the lowest sufficient level the dynamics of development of components of spiritual maturity had a positive growth from 13,1% to 18,6%.

The regressive dynamics of development in the future training of the components of the spiritual maturity of future teachers indicate that there are no positive changes in these components, and the level of spiritual maturity during vocational training in higher education institutions remains practically unchanged. The obtained results confirm the existence of the problem of diminishing social morality, spirituality, culture of behavior of part of the student youth, indicated by the National Strategy for the Development of Education in Ukraine until 2021, due to the lack of a comprehensive system of spiritual development and socialization of the youth.

Based on the fact that the determining factors for the development of a spiritually mature personality of a future specialist are the socio-economic requirements of society, we have made the determination of public expectations about the components of the teacher's personal and professional maturity and the degree of conformity of students of the pedagogical institution of higher education. For this purpose, we conducted a sociological survey of 636 persons from different social, professional and age groups. Each participant of the survey was ranked components of the personal and professional development of the teacher according to the degree of their social significance. The survey revealed among the most popular components of teachers' personal and professional development, such as life-professional, social and civic maturity, personality independence. Instead, spiritual maturity ranked 5th in social importance among the components of the teacher's personal and professional development.

The low social rank of such an important manifestation of personal and professional development, as spiritual maturity, we explain the lack of development in society of persistent beliefs, dissatisfaction of members of society with their personal qualities, lack of confidence in their capabilities. For the most part, members of our society prefer pragmatic over spiritual closeness with other members, exhibit a lack of spiritual and humanistic morality, and are characterized by the frequent lack of their own life philosophy.

The analysis of the results obtained during the ascertaining study of the cutoff indicates that the existing traditional approaches to future teachers' spiritual maturity development in the process of vocational training are not effective enough, require conceptual adjustment and appropriate organization of specially selected pedagogical technologies.

On the basis of the generalization of the structure of the mature activity of the individual, the gradual development of the future teachers' spiritual maturity was designed; methodological approaches to the development of personal maturity (psychodynamic, analytical, sociocultural, dispositional,

behavioral, cognitive, humanistic, phenomenological and socio-psychological) (Хьелл Л., Зиглер Д., 2007); stages of spiritual development (adaptation, individualization and integration) (Петровский А. В., 1998); pedagogical technologies of spiritual maturity development (technologies of adaptation to the conditions of educational and professional activity; technologies of individualization and its fixation in educational and professional activity; technologies of integration of future teachers into the educational and professional space) (Селёвко Г. К., 2006; Huda M. et al., 2019); the expected result is the individual style of the teacher's spiritually mature activity. The future teachers' spiritual maturity development covered three leading stages: adaptation, individualization and integration (Петровский А. В., Авраменкова В. В. и др., 1987), each of which had relatively stable times of vocational training in relatively mature educational spaces (entrant, junior specialist, bachelor, master's degree).

The purpose of the first stage of spiritual maturity - adaptation - was the active mastery of future teachers at certain stages and forms of pre-professional preparation of the normative requirements of educational and professional activity. The future teacher had an objective need to master the unified requirements of the educational space, adapting as much as possible at this stage (form of organization) of vocational training.

In the educational space of the stage of adaptation, at each specific stage or form of the organization of vocational training, favorable conditions were created for the formation of such personal and professional qualities, which the individual did not have before, but which are already available or are in the process of becoming other participants of educational and professional activity and meet the normative level of the requirements of state educational standards.

The second stage - individualization - was characterized by the intensification of the search for the means and ways of expression by future teachers of their individuality and its fixation in educational and professional activity. Realizing the need for a perfect representation of himself in the educational

space, the future teacher mobilized his own personal and professional potential to manifest his personality, demonstrating awareness, courage, success in certain types of educational and professional activities, a special manner of solving educational and professional tasks. Thus, the student intensified in the reference educational and professional space for him the search for people who could provide him with optimal personalization.

The third stage - integration - was characterized by the inter-transformation of an individual's spiritual maturity and the educational space: it was assumed that the educational space would take individual personality-professional expressions of personality or transform this space in accordance with the individual aspirations of future teachers. Educational space was approved and cultivated only by those individual personality characteristics that are acceptable for this space and meet the values of mature vocational and educational activities, educational standards and contribute to the successful joint educational and professional activities of all participants in vocational training. The manifestation of integration was not so much that the future teacher adjusted his need for personalization to the needs of the educational space, but how much the educational space transformed his needs according to the needs of the individual, who thus manifests a leadership position.

The gradual development of the spiritual maturity of a future specialist involves the mutual influence of knowledge and skills, as well as genetically and socially defined personality traits: at the first adaptive stage, knowledge and skills determine the development of personal qualities; at the stage of individuation, their equivalent influence occurs; at the final stage of integration, personal qualities are a source of self-regulation as a conscious need to upgrade and update professional knowledge and skills.

Occurrence of vocational-pedagogical preparation to several stipulated by the state educational standards of relatively stable and reference for future teachers of educational spaces causes their

repeated changes during the professional-pedagogical activity, which are capable both constructively and destructively to influence development. stable individual structure.

Degree educational spaces of a pedagogical institution of higher education, in which the development of future teachers' spiritual maturity is carried out, are relatively stable due to constant normative, substantive and organizational-methodological changes. They reveal to students' new stages and levels of personal and professional growth, including future teachers in new educational and professional situations and interpersonal relationships.

It is proved that the effectiveness of future teachers' spiritual maturity development is determined by the use, according to the stages of their adaptation, individualization and integration to the conditions of educational space, the system of pedagogical technologies, which must meet the requirement of sensitivity - selective sensitivity, the susceptibility of students to each stage of development Pedagogical institution of higher education.

Adaptation technologies ensure the acquisition of existing professional standards and mastery of the techniques and means of educational and professional activity that its other subjects possess at the level, at least the minimum necessary for the acquired qualification of the requirements of state educational standards. In accordance with the methodological approaches to personality development and taking into account the leading features of the adaptation stage, the study identified a group of pedagogical technologies for the development of spiritual maturity by adapting future teachers to the conditions of educational and professional space: technologies of personally oriented learning and pedagogy (Селевко Г. К., 2006; Huda M. et al., 2019).

The use of pedagogical technologies of cooperation facilitated the development of spiritual maturity by strengthening students' belief in their own strength and a sense of support from all participants in educational and professional activities. Creating a creative cognitive atmosphere in the form of attractive learning conditions for students in the area of their closest educational and professional

development, and the realization of the opportunities of positive professional-pedagogical growth and spiritual improvement laid down in future teachers by our students in the course of learning in the form of educational and productive projects aimed at improving the life of society way making choices among the provided education and professional services.

Through the use of technology-based learning, students have been able to achieve recognition of their subjectivity and the ability to develop their educational and professional activities freely. Of particular value here were the ideas and models of expression of spiritual powers that were regularly reproduced by the students in their daily educational activities.

In the second stage of personal and professional development - individualization - a group of pedagogical technologies of individualization of educational and professional activity of future teachers was implemented, which intensified the search for the means and ways of expression of students of their individuality and its fixation in educational and professional activity. The realization of the need for a perfect representation of oneself in the educational and professional space mobilized the student's own personal and professional potential for manifesting his / her individuality with the help of the following group of pedagogical technologies of spiritual maturity formation: author's technology of teaching disciplines of V. Ilyin, technology of educational parks M. Mkrtchyan's training, T. Voitenko's technology of a holistic model of free education, interactive technologies of personal growth trainings (Селевко Г. К., 2006). Careful attitude to the students' author's thoughts, their publication and references to their original author's ideas, relations of cooperation and mutual assistance with teachers in the mode of private studio communication, organization of exercises in internal organismal sensations during interpersonal interpersonal interaction, free association in joint educational and professional activity and presentation of certificates in the form of a summary of personal educational and professional achievements promoted student satisfaction with relationships with participants in the educational space.

At the final stage of the personal and professional development of future teachers - the stage of their integration into the educational space - pedagogical integration technologies were applied, which provided to bring the individual differences of students in accordance with the requirements of the educational space of the higher pedagogical educational institution or constructively from the educational structure. students' aspirations and needs. The following group of integration pedagogical technologies for the development of spiritual maturity has been identified: interactive pedagogical technologies "Debates", "Round tables", "Aquarium", technology of dialogue of cultures, technology of conducting discussions, technology of teaching disciplines on the basis of integrative principle V. Gerbutov, technology of emo D. Kabalevsky, V. Kiryushin, B. Nemensky, human-personal pedagogical technology of V. Sukhomlinsky, concept of holistic pedagogy in technology of educational integration (Селевко Г. К., 2006).

Expressions of empathy, tolerance and self-confidence, acceptance of the interests of others at the stage of consolidation of thoughts, working out common or compromise positions, formation of dialogical consciousness, thinking, strategies for coexistence and interaction in solving educational and professional problems, raised to the level of people experience of aesthetic experiences and feelings, constant spiritual communication of teachers with students as like-minded, shared experiences with them of successes and failures, the connection of future teachers in the spirit of broad social communication with the inner and outer life of the society significantly contributed to the increase in students' satisfaction with the educational space participants, the expression of the participants of the discussions to the views of others as having the right on existence, the ability to attract people and find common ground with them.

The effectiveness of the use of the pedagogical technology system in the future teachers' spiritual maturity development was determined by the personal qualities and professionalism of the teaching

staff of the pedagogical institution of higher education and possession of the technique of subject-subjective interaction with all participants of educational activity.

Experimental and experimental verification of the effectiveness of the proposed system of pedagogical technologies for future teachers' spiritual maturity development envisaged the establishment of its dynamics with the help of appropriate pedagogical technologies, which were used at certain stages of its formation in the experimental groups. The control groups used traditional forms of learning organization and pedagogical technology.

At all stages of the experimental work, 598 students of pedagogical institutions of education of Ukraine participated and were selected by random distribution.

The establishment of cause and effect relationships regarding the influence of pedagogical technologies on the formation of spiritual maturity of future teachers was carried out during the formative experiment. During its three stages, pedagogical technologies were applied to them in order to develop the spiritual maturity of future teachers, to provide each of them with the opportunity to embody an individual style of mature professional and pedagogical activity.

Thanks to the use of 18 pedagogical technologies aimed at the gradual development of spiritual maturity, the dynamics of changes in this component of maturity showed during 5,5 years of study its positive growth in the experimental groups at very good (+11,7%) and excellent (+8,2%)) levels (see Table 1). At a good level, there was an increase of +0,6% of students in the control groups, while in the experimental groups the number of students at this level decreased by 0,2%.

At sufficient and satisfactory levels, the spiritual maturity component among students in the experimental groups had a negative decrease dynamics, by 6,0% and 2,8%, respectively, due to the transition of students to higher levels of maturity development of this species.

The inconsistency of the dynamic changes that occurred in the control and experimental groups in such a component of personal and professional development, as spiritual maturity is explained by the fact that despite the pedagogical theory and practice developed a sufficient number of pedagogical technologies of its development, traditional pedagogical education their implementation. Not many modern teachers of pedagogical colleges are willing to have open and trusting relationships with students.

Therefore, in the control groups, during the formative experiment, as it was during the statement experiment, there was a decrease in students with excellent (5,3%) and very good (7,1%) levels of spiritual maturity development. The positive dynamics of growth here occurred only at the lower levels of its development: good (+0,6%), sufficient (+4,9%) and satisfactory (+6,8%).

Table 1. Dynamics of future teachers' spiritual maturity development before and after the forming experiment.

Levels the development of spiritual maturity	Experimental groups		Dynamics	Control groups		
	Ascending Stage	Formative stage		Ascending stage	Formative stage	
Excellent, A, 90-100 points	22,1	30,3	+8,2	16,9	11,6	-5,3
Very Good, B, 80-89 points	17,8	29,5	+11,7	20,8	13,7	-7,1
Good, C, 65-79 points	19,9	19,7	-0,2	13,8	14,4	+0,6
Sufficient, D, 55-64 points	11,3	5,3	-6,0	12,9	17,8	+4,9
Satisfactory, E, 50-54 points	5,1	2,3	-2,8	6,9	13,7	+6,8

Although the dynamics of positive changes in the quality of spiritual maturity development in the control groups were higher (+5,3%) than in the experimental groups (+1,4%), their magnitude was 28,3% higher in the experimental groups. The importance of dynamic changes in the development of

quality of spiritual orientation, we explain the modernization of modern higher pedagogical education in the direction of understanding the scheme of vocational education as a process of movement, combination and modification of ideas, from a clear explanation of new material and associative combination with existing knowledge and their existing knowledge.

As evidenced, the results and dynamics of the spiritual maturity development of future teachers are presented in Table 1, as a result of the experimental work of the future teachers of the experimental groups showed higher levels of spiritual maturity levels than in the control ones. The effectiveness of introducing a system of pedagogical technologies for the development of the future teachers' spiritual maturity is clearly illustrated by the positive dynamics of its growth in the experimental groups at the two higher levels (excellent, very good), and at the lower (good, sufficient and satisfactory) it was negative due to these students higher levels.

The analysis of the effectiveness of the adaptive stage of spiritual maturity development of students during their professional training during the first two years of study showed expressions of empathy and deep experiences at a good level in almost 74,8% of students of experimental and 42,6% of students of control groups. And although the dynamics of the average level of maturity of this species in the experimental groups was only +2,3% in the two years of the experiment, this indicator in the control groups was characterized by a negative value of -3,5%. This situation is due to the use of only two types of spiritual maturity development technologies that we have been able to identify in educational practice and to apply in experimental research: collaboration pedagogy and technology-based learning.

The use of these pedagogical technologies has led students to show faith in their own strength and a sense of support from other participants in vocational training. Creating in the educational space of the institution of higher education the conditions for free choice of disciplines led to the recognition of the subjectivity of students, facilitated the free development of the abilities and spiritual powers of

the individual. The creative cognitive atmosphere of the classes has become a leading form of collective spiritual life, arousing cognitive interest and an ethical form of teaching material, as well as facilitating the discovery and testing of students' own intellectual potential.

It should be noted that among all components of personal and professional development spiritual maturity reached in the experimental groups the lowest qualitative indicators of formation -74,8%, although the increase for two years of the experiment is +15%. In the control groups, the quality of spiritual maturity was only 42,6%, with a fall of -8,9% over two years.

The most noticeable dynamics of spiritual maturity growth of +5,8% occurred in the experimental groups at a very good level. In the control groups, similar changes occurred at the level of +5,2%, but at the lower level - satisfactory level.

The analysis of the effectiveness of the stage of individualization of the development of the spiritual maturity of students during the third and fourth years of study revealed the mobilization of future teachers of their personal and professional potential for the presentation of their individuality in situations of building relationships between students and teachers in the form of private learning activities.

Formation of desire for interaction with capable and talented people was determined by means of cooperation, mutual assistance between participants of educational and professional activity and creative application of acquired knowledge in the form of feedback "student-teacher". Ensuring equality of all participants in the educational space contributed to the formation of experimental groups of empathy and deep experiences in students, creating the best conditions for the manifestation of spiritual maturity, the average level of which over two years of experimental work exceeded the level of its formation in students of control groups by 9%.

Restriction of the use of traditional professional training of pedagogical technologies of future teachers' spiritual maturity development caused its invariability in control groups for two years of

observations at the boundary of 73,5-73,6%. In the experimental groups, due to the application of the above five types of pedagogical technologies for the development of spiritual maturity, this indicator had a slight but steady annual growth from 81,0% at the beginning of the third year to 82,5% after completing the fourth-year courses.

Effective interpersonal interaction of future teachers with the educational space of the pedagogical institution of higher education has contributed to the dynamic growth of spiritual maturity by students of experimental groups at excellent and very good levels. Similar changes in the control groups occurred not only with positive but also with negative values.

The analysis of the results of the integration stage of the future teachers' spiritual maturity development during the last two years of their study at a higher education master's educational institution by qualification "Master" showed the future teachers empathy and tolerance, confidence in themselves and self-confidence and thinking that manifested in a willingness to coexist and interact with other participants in the educational and professional space, understanding and accepting their interests, their attitude to others, and their authors as being worthy of respect and understanding.

The close connection of the curricula with the future professional and pedagogical activity has fostered the development of future teachers' ability to see the world on the basis of basic provisions that integrate not only certain branches of professional pedagogical knowledge, but also all human life. Such manifestations by students of experimental groups of signs of spiritual maturity ensured a change in its quality during the integration phase from 78,3% to 79,5%.

In the control groups, the dynamics of these changes were negative and occurred at significantly lower levels: from 42,4% in the first year of study in the magistracy, to 39,7% - in the second.

Among all components of personal and professional development, only spiritual maturity was characterized by almost unchanged dynamics of average levels of its manifestation among undergraduate students in both control (71,9-71,4%) and experimental groups (83,3-83,2%).

The difference in levels between the control and experimental groups of almost 12% is explained by the effectiveness of the use of the eleven, mentioned above, pedagogical technologies aimed at the development of future teachers of spiritual maturity in the experimental and experimental work.

The most dynamic positive changes (+0,8%) of spiritual maturity occurred in the experimental groups at a very good level. Similar positive changes in the control groups occurred with less intensity (+0,1%) at a much lower sufficient level.

Despite the specific areas of students' vocational training, their individual inclinations and abilities, the results of the formative experiment can be considered as a natural consequence of the goal, conceptual approaches and the system of pedagogical technologies for future teachers' spiritual maturity development.

The results of experimental work make it possible to state that the proposed conceptual approaches, pedagogical technologies and stages of spiritual maturity development are necessary and sufficient for its development in future teachers.

CONCLUSIONS.

The results of the study confirm the achievement of its purpose and the achievement of the set tasks, which became the basis for formulating the following conclusions:

1. The essence and structure of the multicomponent phenomenon "development of the future teachers' spiritual maturity" are determined. It is proved that the effectiveness of the development of spiritual maturity can be ensured only by the integrated use of those conceptual approaches to the development of personality maturity, which have shown their effectiveness within the achievement of certain coordinated strategies for the development of spiritual maturity.
2. The concept of future teachers' spiritual maturity development on the basis of the existing structural concepts of personality maturity, developed by world personality in the psychodynamic

theory of personality of Z. Freud, individual theory of personality of A. Adler, humanistic theory of human personality, was developed and scientifically substantiated. Horney, G. Allport's Dispositional Theory of Personality, B. Skinner's Behavioral Approach to the Theory of Personality, J. Kelly's Cognitive Theory of Personality well in A. Maslow's theory of personality, the phenomenological approach in K. Rogers's theory of personality.

3. The psychological and pedagogical foundations of the future teachers' spiritual maturity development have been clarified. Based on the analysis of domestic and foreign experience of future teachers' spiritual maturity development identified two dominant ways of influencing the personality: recognizing the priority of specific, individual characteristics of personality over the generalized social order of society and the priority of general social requirements over diversity of diversity and approach to diversity. The combination of these two approaches based on the synergistic methodology provides all the wealth of becoming components of the development of the future teachers' spiritual maturity, facilitates finding each person their place in professional and pedagogical activities, from awareness of their own educational opportunities, aspirations and completion of social acceptance of society.

4. The components of the future teachers' spiritual maturity development are identified, in particular: closeness, contact, need for communication, care and respect for others, collectivism, openness and kindness towards people, tolerance and tolerance, empathy and depth of experience, harmony with life, harmony with meaning, the need for spiritual closeness to others. The levels of future teachers' spiritual maturity development were determined by the criteria of the quality of their professional training, namely: professional orientation and creativity in the expression of its components. Five levels of future teachers' spiritual maturity development have been identified and characterized: excellent; Very good; good; sufficient; satisfactory. As a result of the ascertainment experiment, only 52,5% of the graduate students (future teachers) found qualitative (excellent, very good and good)

levels of spiritual maturity development, while 37,3% of respondents showed satisfactory and sufficient levels of spiritual maturity, and 10,2% of graduates had no indicators of spiritual maturity.

5. The peculiarities of the periodization of future teachers' spiritual maturity development in the educational space of a pedagogical institution of higher education in three leading stages are substantiated: adaptation (mastering of the current and individual forms of pre-professional training by the normative requirements of educational and educational activities) teachers of their individuality and its fixation in educational and professional activity) and integration (acceptance by the educational space of individual persons close-professional manifestation or transformation of this space to individual aspirations of future teachers).

6. The system of pedagogical technologies for the future teachers' spiritual maturity development is substantiated, which contains a subsystem of adaptation technologies that ensure mastery of the current educational and professional norms and mastering the techniques and means of educational and professional activity. In accordance with the conceptual approaches to the development of personality maturity and taking into account the leading features of the stage of adaptation, the study identified pedagogical technologies for the development of spiritual maturity: technologies of personally oriented learning and pedagogy of cooperation.

The second subsystem is the technology of individualization, which intensifies the search for the future teacher of the means and ways of expressing his personality and fixing it in the educational and professional activity.

The realization of the need for a perfect representation of oneself in the educational and professional space mobilized the student's own personal and professional potential for manifesting his / her individuality with the help of a group of 5 pedagogical technologies of spiritual maturity development: author's technology of teaching disciplines V. Ilyin, technology of educational parks

M. Bala M. Mkrtchyan's teaching method, T. Voitenko's technology of holistic model of free education, interactive technologies of personal growth training.

The third subsystem is integration technologies that contribute to the acceptance (or non-acceptance) of the educational space in which the training takes place, the individual manifestations of the future teacher. The stage of integration of future teachers into the educational space involves the use of pedagogical technologies of bringing individual differences of students in accordance with the requirements of the educational space of the pedagogical institution of higher education or constructive change of this space, in accordance with the individual educational and professional aspirations and needs.

A group of 11 pedagogical technologies of spiritual maturity development was identified: interactive pedagogical technologies "Debates", "Round tables", "Aquarium", technology of dialogue of cultures, technology of conducting discussions, technology of teaching of disciplines on the basis of integrative principle of V. Herbutov, technology of emotional-emotional image D. Kabalevsky, V. Kiryushin, B. Nemensky, human-personal pedagogical technology of V. Sukhomlinsky, concept of holistic pedagogy in technology of educational integration.

7. Experimental verification of the system of pedagogical technologies of the gradual future teachers' spiritual maturity development proved their effectiveness, which appeared in the difference between the average levels of its development among students of control and experimental groups. In the control groups, positive growth dynamics were found only at the lowest levels of spiritual maturity (good, sufficient, and satisfactory). In the experimental groups, due to the introduction of the pedagogical technology system, the positive dynamics of change were recorded at two higher levels (excellent, very good), and at the lower levels (good, sufficient and satisfactory), it was negative due to the active movement of students of these groups to higher ones. levels.

The prospective direction of further research is the study of theoretical and methodological foundations of the development of spiritual maturity of graduates of pedagogical higher educational establishments in the age period of early maturity (23-26 years) in the process of their adaptation, individualization and integration in primary pedagogical positions. The result will be the creation of a lifelong system of lifelong teacher education, declared by the State Teacher Program, taking into account the requirements of today's information and technology society.

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