

Transformation of the spiritual values of future primary school teachers in the context of globalisation

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Abstract. The purpose of the study was to identify the features of transforming the spiritual values of primary school teachers under the influence of contemporary socio-cultural challenges. By combining a multifaceted systematic analysis of academic sources with an empirical survey of 50 students at various levels of study at the E.A. Buketov University of Karaganda, a comprehensive picture of the axiological dynamics of young people was formed, which was analysed using Student's t-test and the Mann-Whitney test. The analysis of the data obtained demonstrated the stability of the value core, in which the dominant positions retained the categories of physical and psychological health, whose indicators increased from 4.75 to 4.81 points, and a happy family life, which increased from 4.74 to 4.79 points. In parallel with this, an increase in the pragmatic vector among graduates was recorded, which was manifested in a statistically significant increase in the importance of material security from 4.57 to 4.64 points and organisational abilities from 4.21 to 4.35 points. Special attention was drawn to the consistently low significance of the value of "power", which received a minimum of 2.61-2.66 points, confirming the instability of the humanistic orientation of the pedagogical profession before the influence of Western models of social domination. Simultaneously, there was a slight decrease in the priority of education as an abstract goal from 3.95 to 3.87 points among 5th-year students, which was explained by their successful adaptation to professional status and transition to the practical implementation of professional knowledge. The recorded changes in hierarchy reflected the establishment of a complex balance between traditional ideals and the need to adapt to the requirements of a globalised labour market. The general conclusions confirmed that a conscious attitude to spiritual values is an integral component of the teacher's professional competence, capable of ensuring the harmonious development of the student's personality. The practical significance of the study consisted in the substantiation of the need to integrate elements of spiritual education into the educational process for improving the personal self-realisation of future specialists

Keywords: student; higher educational institution; educational process; ethical education

INTRODUCTION

In the context of globalisation, there is an urgent need to preserve national cultural traditions and moral guidelines in teacher education. The dynamic changes in educational standards and social expectations observed since 2019 require future primary school teachers to adapt to new conditions without losing their cultural identity. The problem lies in the need to foster teachers who are spiritually developed, capable of withstanding a crisis of values and bringing up a harmonious younger generation. Investigation of the transformation of student values is critical to stabilising the national education system

Contemporary scientific discourse considers the transformation of a teacher's professional profile as a complex

response to the challenges of a globalised world, where personal guidelines become the foundation of professional skills. In particular, B. Paridinova *et al.* (2023) investigated the factors of developing the spiritual worldview of future teachers, focusing on the fact that the educational environment of a higher education institution should become a defining space for laying moral standards. Researchers claim that it is reflection that determines the prerequisites and effects of creating a spiritual worldview, allowing the teacher to effectively face the challenges of contemporary education.

The problem of adapting educational content to new requirements was covered in the study by A. Mukhanbetzhanova *et al.* (2024), who emphasised the need to

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develop specialised courses that promote the fostering of basic professional competencies through the integration of spiritual values into the educational process. The researchers viewed higher education as the outcome of a master's degree programme, in which the curriculum should reflect not only technical requirements but also the prospects for the development of culture and the arts. In turn, M.Y. Al-imjonova (2021) emphasised the critical role of national values in the training of primary school teachers, noting that the development of interpersonal skills and leadership qualities is an integral part of a teacher's personal development. The researcher pointed out that participation in clubs, excursions and social events creates an environment in which students can intensively improve their social competencies and interpersonal communication skills.

A separate layer of research was devoted to the search for "missing dimensions" in professional development programmes for teachers. S.K. Wagle *et al.* (2023) substantiated the need for internal transformation of teachers through an appeal to the categories of spirituality and consciousness. This approach encourages teachers to recognise their role as co-creators of peace, emphasising that "inner awakening" is a key element of professional fulfilment in a global crisis. The relationship between the value attitudes of management and the effectiveness of the educational system was highlighted by A. Nurabadi *et al.* (2021). Their research has shown that spiritual leadership directly affects the performance of primary school teachers and students' academic performance. The paper proved that the combination of instructional, transformational, and spiritual leadership creates conditions for maximum self-realisation of the teacher, which has a positive effect on the success of students. In addition, S. Canli & H. Demirtas (2018) revealed the concept of a "global teacher" who is forced to balance between the demands of technological progress and the humanistic mission of education. They proved that while globalisation makes it easier to access information, technological dominance can negatively affect thinking, putting technology above humanistic benchmarks. Thus, the analysis confirmed that the transformation of values is a systematic process that requires rethinking the entire training strategy for future teachers.

The purpose of the study was to establish the nature and dynamics of structural changes in the system of spiritual guidelines for future primary school teachers under the influence of globalisation challenges. The objectives of the study were: to determine the actual hierarchy of students' life values and trace their transformation throughout the entire period of study in a higher education institution; to analyse the degree of influence of factors of globalisation, digital technologies and Western culture on the ratio of personal and professional priorities of future teachers; to substantiate and test in practice the effectiveness of methods involving small-group interaction, reflective analysis, and problem-based discussions in the process of fostering students' spiritual maturity.

MATERIALS AND METHODS

The research methodology was based on the integration of a multi-faceted system analysis of scientific sources and experimental verification of the transformation of spiritual values of future teachers. The theoretical stage provided for the analysis of psychological and pedagogical literature at the general, partial, and specific levels to determine the impact of globalisation processes on education. In the process of substantiation, the principles of historicism, consistency, and objectivity were applied, which allowed considering spiritual guidelines as a dynamic system that changes under the pressure of socio-cultural transformations and the dominance of pragmatic models. The theoretical foundation of the study covered the analysis of concepts by O.F. Cantekin (2015) on the risks of dehumanisation of education, and the papers by A. Nurabadi *et al.* (2021) and B. Paridinova *et al.* (2023) on the factors of forming a worldview and spiritual leadership in the pedagogical environment.

The empirical part of the study was carried out in 2025 at the E.A. Buketov University of Karaganda. A random sample of 50 respondents was divided into two groups: first-year students ($n = 25$, aged 17-19), representing the initial stage of their studies, and fifth-year students ($n = 25$, aged 21-23), representing the final stage of their professional training. This approach allowed tracing the evolution of value orientations during the period of stay in a higher education institution.

The main data collection tool was an anonymous written questionnaire, which was conducted in two specially equipped university classrooms under the direct supervision of teachers to ensure a high level of reliability of the results obtained. Respondents were offered a form with a list of 20 life values, which were initially arranged in alphabetical order to avoid subjective influence on the choice of priorities. The list included such categories as physical and psychological health, happy family life, love, material well-being, interesting job, professionalism, spirituality (kindness, compassion), freedom, faith in God, and work for the benefit of others. The task of students was to distribute these values according to the level of their significance as life guidelines using a five-point scale, where 5 points indicated the highest importance, and 1 point – the lowest.

The process of forming values during professional training was also based on a set of pedagogical methods described by B. Zhekiyayeva *et al.* (2020) and N. Yunusaliyeva (2022), in particular, explanatory and illustrative, reproductive, problem-based, and partially research-based. Emphasis was placed on the use of small-group interaction, reflexive tasks, ethical discussions, and scientific conferences, which contributed to the activation of the internal potential of future teachers. Statistical processing and interpretation of the results were performed using SPSS software suite. Descriptive methods (calculation of arithmetic mean and standard deviation), and methods for testing statistical hypotheses were used for the analysis. To compare the average values between groups of 1st-year students and graduates, the Student's t-test was used (under normal

distribution conditions), and in cases of deviation from the norm, the Mann-Whitney criterion was used. Visualisation of the obtained data was implemented through the construction of comparative tables and histograms, which allowed illustrating shifts in the value hierarchy of students under the influence of globalisation

RESULTS AND DISCUSSION

Theoretical analysis of the transformation of spiritual values in scientific discourse

At the general theoretical level, it was established that the spiritual development of future teachers requires a deep philosophical and pedagogical rethinking, since the teacher should act not only as a translator of knowledge, but also as a conductor of spiritual development of students. According to the conclusions of M.A. Yepikhina (2022), the revival of the culture and spirituality of the state is possible only through the training of educated professionals who rely on strong moral and ethical guidelines.

During theoretical analysis, the absence of a single definition of the concept of "spirituality" in contemporary science at the time of 2024 was revealed. In particular, M. Bekbayeva *et al.* (2022) considered spirituality through the prism of religiosity and conscious management of personal activities in accordance with reference models of human existence. In turn, S.-L. Cheng & K. Xie (2018) and M. Mahipalan & S. Sheena (2018) emphasised that in the pedagogical context, spirituality is an intellectual and emotional sphere aimed at filling life with meaning. M. Paul *et al.* (2020) and O.V. Mekhed (2024) complemented these views by arguing that spirituality is a unique quality that reveals the moral meaning of a teacher's actions and makes their activities an organic part of the educational process.

The analysis focused on the institutional crisis of education. O.F. Cantekin (2015), O.T. Mamajonov (2024) and O. Pobirchenko & V. Honcharuk (2024) argued that traditional university systems often function as closed distributors of knowledge, which creates a contradiction between the needs of the individual for spiritual development and the pragmatic factors of the educational process. This requires a revision of educational goals and a return of the category of "spirituality" to the practical plane of higher education. A. Mukhanbetzhanova *et al.* (2024) substantiated the need to restructure educational content and develop specialised courses that would integrate spiritual components into the structure of professional competencies of master's degree students.

Analysis of concepts of M.Y. Alimjonova (2021) and M. Roganova *et al.* (2023) showed that improving interpersonal and social skills is an integral component of primary school teacher training. In particular, this includes teamwork skills, the use of ICTs in a professional environment, and the development of leadership competencies. O.B. Botalova *et al.* (2016) and I.A.W. Chrismastianto *et al.* (2022) defined values as the basis for the orientation of the educational process, where spiritual education is considered primarily as a process of forming moral standards and ideals.

An important result of the theoretical stage was the investigation of the impact of globalisation on individual value systems. O. Ilina & Ye. Huba (2021) noted that the current state of public life puts forward special requirements for the development of graduate orientations, where each value plays the role of a resource for further personal development. Ye. Bidenko (2020) emphasised that the mechanism for determining values is closely related to the political and cultural structure of the country. As noted by N. Aboobaker *et al.* (2019) and A. Kalimova *et al.* (2022), students as the future intellectual elite should be prepared for life through introduction to the spiritual heritage of humanity, which is a necessary condition for the stability of the state.

The study of innovative approaches has shown that the humanisation of education depends on the harmonious development of personal qualities of the teacher, which guarantees justice and tolerance in the educational process (Teo & Huang, 2019; Wang & Hall, 2019). V. Tsina *et al.* (2020) emphasised the importance of the cultural component, which contributes to the development of a holistic view of the world and respect for cultural diversity through cross-cultural exchange in the university environment. The final aspect of the theoretical analysis was the allocation of tools for value fostering. Based on B.A. Zhekibayeva *et al.* (2020), methods of influencing the spiritual sphere were systematised:

- explanatory and illustrative (organisation of information perception);
- reproductive (application of knowledge based on a sample);
- problem-based search (solving of ethical problems);
- partial research method (intellectual games).

These methods, supplemented by strategies of N. Yunusalieva (2022) on small-group interaction and reflexive analysis, became the foundation for further empirical testing of student value transformation. A systematic analysis of the professional training of future primary school teachers determined its transformation in the context of large-scale social changes. This is conditioned by historical changes in the educational paradigm, where the development of spiritual values of young people becomes not just an educational task, but a priority area for stabilising the national education system. It was established that the contemporary model of training should be based on the search for new ways to implement moral education, considering the challenges of globalisation and digitalisation. This conceptual approach contributed to the substantiation of the self-directed process of professional development, which orients students to search for value life orientations and contributes to the development of personality as an active creative subject of educational activity. As part of this process, the teacher becomes a guide who encourages the disclosure of the inner potential and self-expression of the future teacher. Thus, the theoretical rethinking of the training system confirms that spirituality is an intellectual and emotional

sphere that fills the professional activity of a teacher with humanistic content.

Analysis of empirical data on student value transformation

The diagnostic tool provided for the assessment of 20 basic life values covering the spiritual, professional, material and social spheres of life. The use of a five-point scale

helped to mathematically determine the degree of significance of each indicator and identify statistically significant differences between groups. The results obtained demonstrate a dynamic picture of the transition from idealised representations to more pragmatic models of behaviour dictated by contemporary socio-economic conditions. The generalised hierarchy of values, derived from the survey results, is presented in Table 1.

Table 1. Hierarchy of life values of future primary school teachers

Life values		Points	
		1 st -year	5 th -year
1	Physical and psychological health, absence of diseases	4.75	4.81
2	Happy family life	4.74	4.79
3	Love	4.67	4.66
4	Having loyal friends	4.65	4.67
5	Material security and well-being	4.57	4.64
6	Interesting job, the possibility of self-expression in the work	4.43	4.45
7	High professionalism	4.37	4.42
8	Organisational skills, enterprise, efficiency, ability to achieve goals	4.21	4.35
9	Spirituality, kindness, compassion	4.19	4.28
10	Education, improvement of the cultural and intellectual level	3.95	3.87
11	Freedom and independence in actions and thoughts	3.86	3.84
12	Life wisdom and maturity of thoughts	3.75	3.81
13	Theatre, literature, music, tourism, physical activity, etc.	3.71	3.62
14	Spiritual comfort, stable and peaceful life without changes	3.38	3.45
15	Active life position	3.24	3.41
16	Public recognition, authority	2.94	3.25
17	Work for the benefit of other people	2.83	2.79
18	Recognition of truth, spiritual search	2.76	2.78
19	Faith in God	2.72	2.69
20	Power, ability to influence other people	2.61	2.66

Source: compiled by the authors

Most of the values were recognised as significant for 1st-year students, but there was some transformation of

values depending on the course of study of students. Based on these tables, a histogram was performed (Fig. 1).

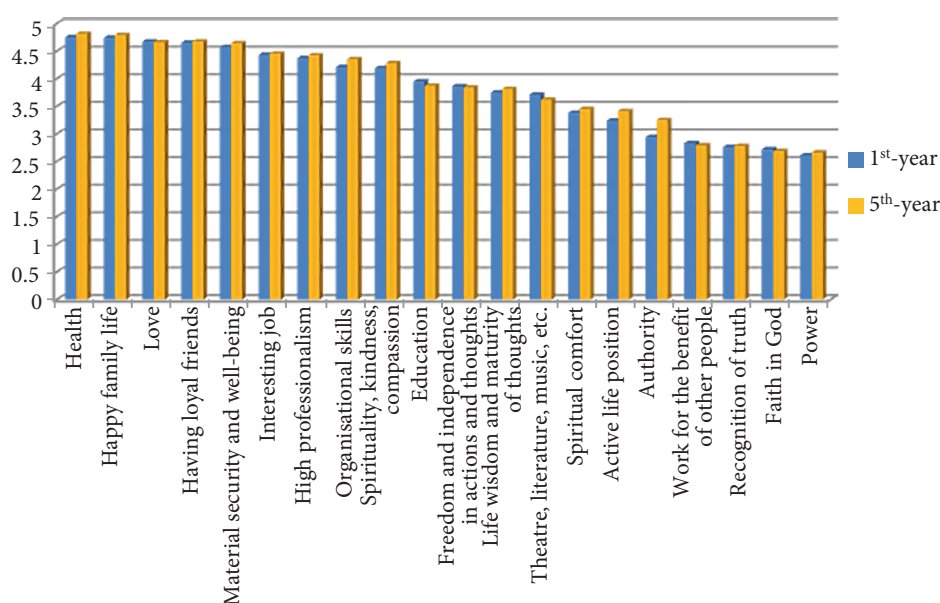


Figure 1. Changing the hierarchy of student values depending on their year of study

Source: compiled by the authors

The results of the survey allowed building a hierarchy of life priorities of future teachers (Table 1) and tracing their transformation in the course of learning (Fig. 1). The analysis confirmed that the core of the value system of both groups of respondents remains stable: the highest scores received personal life values – physical and psychological health (4.75-4.81), happy family life (4.74-4.79), and love (4.66-4.67). The growing importance of health and family among 5th-year graduates indicates the development of a more mature view of life and awareness of the importance of social support before entering an independent professional environment.

However, the process of professional training makes significant adjustments to other levels of hierarchy. In particular, graduates have an increase in the pragmatic vector: points on such positions as “material security” (from 4.57 to 4.64) and “organisational skills and entrepreneurship” (from 4.21 to 4.35) significantly increase. This indicates that under the influence of globalisation and digital technologies, senior students are beginning to perceive financial independence and leadership qualities as necessary tools for successful adaptation to the contemporary labour market.

An interesting fact is that the importance of education as a value among graduates has slightly decreased (from 3.95 to 3.87). This is explained by psychological adaptation: if in the 1st-year education is perceived as an abstract goal, then in the 5th-year students already consider it as a tool that they have significantly mastered. A similar decrease in interest in theatre, literature, and tourism (from 3.71 to 3.62) may indicate a temporary narrowing of the circle of interests due to the full concentration of graduates on the issues of future employment and professional integration.

Separately, it is necessary to highlight the block of values that were found on the periphery of the consciousness of future teachers. Spiritual search, faith in God, and public recognition received the lowest scores (in the range of 2.69-3.25 points). Especially significant is the last place of value of “power” (2.61-2.66). Despite the powerful influence of Western culture, where career success is often associated with dominance and status, Kazakh student teachers demonstrate resilience to this trend. This confirms the thesis that the teacher’s professional consciousness continues to be dominated by a humanistic and altruistic orientation, in which working with children is perceived as service, and not as a path to power. Thus, the recorded transformation of values reflects a complex balance: on the one hand, students remain true to the traditional ideals of family and health, and on the other, they are forced to become more pragmatic to respond to the challenges of a globalised economy.

The paper analysed the evolution of students’ value priorities in various courses of the educational process, and the impact of globalisation processes on changing their life values. Ya.A. Nurumbekova & Z.U. Xudoykulova (2022) in their research concluded that the values of students are transformed as they study and socialise at the university. They noted that students are gradually rethinking

their life principles, focusing on the future profession and the requirements of society. This study, like that of the authors in question, noted a gradual increase in the importance of values relating to personal well-being and professional achievements. In contrast to other researchers, who focused on the gradual depth of theoretical values in the educational process, this study has shown that the importance of values such as health, happy family life and love remains stable, but simultaneously new values appear, such as financial stability.

M. Zhilgildinova *et al.* (2022) presented data in their research showing significant differences in the values of 1st-year and graduate students, depending on their involvement in the educational process and professional activities. They noted that graduates prioritise practical values, such as material well-being and career growth, which was also confirmed in this study, where values related to material security and professionalism were more highly appreciated by senior students. The study confirmed the hypothesis that graduates have significantly changing priorities in the assessment of values, and there is an increase in the importance of career orientations and professional achievements.

The development of spiritual values requires a systematic, personal, activity, competence, axiological, cultural, synergistic, acmeological, resource, innovation, and research conceptual approach that can optimise this process, make it more effective and responsive to the needs of society. The paper considered a systematic approach in the process of preparing future primary school teachers to perform an educational function in the process of fostering spiritual values. It suggested considering this process as a dynamic system that is part of the training structure of future primary school teachers. Analysis of the paper by S. Yadi *et al.* (2024) allowed comprehensively considering the problem of transformation of pedagogical professionalism in contemporary conditions through the prism of systemic and empirical approaches. According to the conclusions, the use of a systematic approach contributed to the development of a holistic training model that determined the relationship between its components and key conditions for the functioning of the educational system in a changing globalisation environment. Empirical data by S. Yadi *et al.* (2024) demonstrated a deep differentiation of students’ values depending on the stage of their training: active involvement in professional activities encourages graduates to give preference to practical orientations, in particular material well-being and career growth. This fully confirmed the hypothesis of this study about a significant change in priorities and strengthening the pragmatic vector among senior students.

In this paper, it was found that the value of “power” consistently occupies the last position in the hierarchy of future teachers (2.61-2.66 points), which indicates stability to Western models of success, where career growth is often associated with dominance and social status. M. Bekbayeva *et al.* (2022) pointed out that the student value system is not static and undergoes significant transformations in

the process of university socialisation. Although the conducted research confirmed the thesis about the dynamics of values (in particular, pragmatism is growing in the 5th-year), the low importance of power remains an unchanged characteristic, which is explained not only by the specifics of pedagogical activities focused on the development of the individual, but also by a general cultural feature, according to which “power” is not associated with the humanistic mission of education. Consequently, there is a tendency for the predominance of humanistic values focused on improving life conditions, social assistance, and professional development. Furthermore, there is a decrease in the importance of spiritual and socially oriented values. Perhaps this is conditioned by the need to integrate with the current socio-economic conditions and changes in the structure of professional identity of future teachers against the background of globalisation processes.

CONCLUSIONS

The generalisation of the results of the study allowed stating the complex dynamics of the transformation of value orientations of future primary school teachers under the influence of globalisation calls. A systematic analysis of empirical data confirmed the relative stability of the axiological core of the individual, where the leading positions invariably occupy the categories of physical and psychological health (increase from 4.75 to 4.81 points), happy family life (from 4.74 to 4.79 points) and love (stable 4.66-4.67 points). However, there was a clear tendency to strengthen the pragmatic vector among graduates in comparison with 1st-year students. A significant increase in the importance of material security (from 4.57 to 4.64 points), high professionalism (from 4.37 to 4.42 points) and organisational skills (from 4.21 to 4.35 points) indicates the intensive adaptation of young people to socio-cultural conditions and requirements of information civilisation.

It was proved that the process of professional training is accompanied by a rethinking of instrumental values. The

decrease in the priority of education (from 3.95 to 3.87 points) and interest in cultural leisure, including theatre and literature (from 3.71 to 3.62 points), was explained by the psychological adaptation to professional status and maximum concentration on the issues of future employment. A consistently low position of value of “power” was recorded, which received a minimum of 2.61-2.66 points, which indicates the preservation of the humanistic orientation of the teacher’s professional consciousness and their orientation to service, and not to power control. The identified transformations reflect the development of a dynamic balance between traditional moral ideals and new demands for social success, where spiritual maturity becomes a necessary component of professional competence. The integration of spiritual values into pedagogical activity contributes to the harmonious development of the specialist’s personality, preventing dehumanisation of the educational space.

Prospects for further scientific research consist in a detailed study of the specifics of preparing future teachers for the implementation of spiritual and ethical education in the systems of extracurricular and complementary education. The priority area is the scientific substantiation and testing of innovative models of spiritual culture development in the educational process of higher education as a strategic element for managing the quality of education. The study of the direct dependence between the level of spiritual maturity of a teacher and the intensity of moral development of the personality of primary school students in the context of a changing globalisation environment remains relevant.

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