

UDC 378.091.2:159.923.2

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DIGITAL TECHNOLOGIES OF SUPPORT THE SPIRITUAL DEVELOPMENT OF STUDENTS

Abstract. The article deals with the problem of finding new means of spiritual values of university students. An attempt was made to prove that information and communication technologies can be involved in the educational process, not only as educational supply, but also as a means of spiritual education. It is noted that the humanization of the educational process becomes practical in the case of specially organized communication, which is created by teachers at lectures, seminars, workshops, academic competitions, scientific and practical conferences, exhibitions of creative works, thematic days, etc. It is noted that students should be formed with interest to information and communication technologies that contain information capable to enrich the spiritual world of the individual. The leading role in the mentioned process is given to the tutor of a student group. Among the internet technologies that have significant educational influence, there should be pointed out digital libraries, virtual museums and the Internet versions of educational channels, social networks and websites of educational institutions which are focused on activating different forms and methods of interaction between teachers and students, resulting in the formation and development of leading personality traits that constitute spiritual originality and affirm the moral imperative of the individual. Forms characterization of process organization of inculcating spiritual values on the main features is presented. It is found that the development of the spiritual value quintessence of future specialists should be organized in three spheres: mastering knowledge of spiritual, moral, aesthetic things; self-knowledge and self-improvement; participation in socially significant activities. The authors emphasize that the effectiveness of the information and communication technologies usage is possible in the case of the compliance with a number of educational conditions and confirms that for the formation of spiritual students' values a coherent educational system is needed to be created.

Keywords: spiritual values; spiritual self-determination of student's personality; information and communication technologies; educational content of the website.

1. INTRODUCTION

Problem statement. In modern conditions, the student is the main subject of the reform and innovative development of higher education and society, which is why the issue of the formation of spiritual values in student youth is becoming important. The student's age is

optimal for the development of person's consciousness value and semantic structures and is characterized as the final stage of preparation for starting an independent professional activity. At this age, moral instincts appear in the future as value orientations in the practice and behavior of the individual. It is at this age that the role of persuasion and responsibility for life choices and his own value orientations grows, such qualities as purposefulness, determination, perseverance, self-dependence, self-starting, ability to control oneself, are being strengthened, and the interest in spiritual and moral problems is being increased.

At the same time, the analysis of pedagogical theory and educational practice demonstrates the disadvantages of the preparation of classical university teachers for the implementation of the relevant educational activities, the inadequate level of orientation of educational programs and the involvement of Internet resources in solving this problem is observed. Therefore, personally oriented educational influences should be directed to the process of formation of spiritual values, where the student is a priority.

Formation of spiritual values of student's personality is an important way of improving psychological and pedagogical process of professional training, which creates conditions to every specialist to have active life position, commitment to duty, courage, determination, responsibility, and decency and honesty in relationships between people, understanding of social importance of its activity in any situations.

These activity processes are regulated by a certain amount of qualities of the highly spiritual personality. There by the development of highly spiritual personal qualities happen in all its substructures, formation of readiness for the next highly moral, cognitive and creative actions. In works of E. Pomytkin [1], I. Bekha [3], V. Ternopil'ska [4], H. Shevchenko [5], O. Bezkorovaina [6], L. Moskaliyova [7] it is indicated that a characteristic feature of the personality is not assimilation but production of values which have universal significance (including spiritual values).

The urgency of the problem and improper level of its development have determined **the article purpose** – to determine the methodology and the research results about the effectiveness of the spiritual self-determination of the student's personality information-communication technologies usage in the educational space of universities.

2. THE THEORETICAL BASIS OF RESEARCH

The transition to adulthood in human society involves the personality to master the system of knowledge, norms and skills by which the personality can perform public functions, bear social responsibility and create material and spiritual values.

Ukrainian psychologist E. Pomytkin points out that spiritual values are high achievements of humanity and its separate representatives who are goal orienting ideals for progressive development of the personality and civilization in general. Psychological and pedagogical aspects of spiritual values are personal qualities of highly spiritual person which cause and regulate high spiritual actions, behavior, and are the subject of its development and self-development, preparation for new high achievements both subjective for itself and objective for humanity [1].

According to the views of German psychologist E. Shpranger, “people differ neither by the temperament, nor by the constitution and behavior but by the values of spiritual orientation of a person”[2]. Therefore E. Shpranger outlines 6 types of a man: theoretical person; economic person; aesthetic person; social person; political person; religious person. Mental development of a person is understood by the psychologist as “structure of spiritual values that qualitatively is changed” [2]. According to E. Shpranger value orientation of a person should be conducted by including the subject into the cognition of the world.

As the academic I. Bekh pointed out, “one of the main factors in the formation of personal values is considered to be a conscious intellectual work of a person in much deeper and wider display of reality but not inner and spontaneous development of the defined dynamic tendencies” [3].

Subject with developed value system is an efficient carrier of moral norms who can be relied on by another person while solving its own spiritual and practical problems as such person knows what is generally significant, set and eternal, and what is wasteful.

World outlook ideas about the problem of person in the world and about the world in a person come to the idea that this is the attitude of unselfish and acting love of a person to person when everyone is considered by other person not as a mean but as a goal. Love is the initial value for the development of morally responsible life of a person [4].

Studies of G. Shevchenko state that the psychological formation mechanism of spiritual values can be considered by us as a number of personality mental processes – from the formation of highly spiritual needs and motives in sphere of focus, finding and adopting of appropriate spiritually meaningful information to form plans, goals, programs highly spiritual activity, behavior, actions and deeds and getting the relevant results with emotional and sensual reinforcement of spiritual achievements externally and in personal transformations. Change of attitudes, self-esteem, experience, etc. [5].

Taking into account that spiritual values are high values of humanity, it is reasonable to assume that exactly at the personal level there is possible production of spiritual values. It should be taken into account that spiritual values are originally produced on subjective level of the personality, gradually increasing in its importance and eventually reaching the objective universal significance.

Under the formation of spiritual values we understand not compulsory external influence on the personality but creating conditions for its self-development, self-improvement, and involvement of students to spiritually oriented educational and transformative activity of spiritual direction. Through this process the formed spiritual values are internalized into student’s personal qualities and have to find expression in actions, behavior and activity of young people.

Objectively existing system of spiritual values should become substantially psychological basis for spiritual development of the student’s personality as the subject of spiritually oriented activity and behavior. Spiritual values in psychological and pedagogical plan are personal property and are interpreted as personality qualities that regulate its activity and behavior.

We define the concept of “spiritual values of student youth” as an integral personal formation aimed at other people (responsibility, tolerance, mercy) and on myself (dignity, self-sufficiency), which makes constructive behavior and ensures the possibility of realizing the subject-subject interaction, adaptation and self-realization of the personality in society.

Personality spiritual values formation represents itself as the mechanism of interaction between components of a holistic pedagogical process, which involves the implementation of strategies, tactics and formation technologies of highly spiritual qualities of future specialists. Each of the components of holistic process of personality spiritual values forming has a certain goal and load: targeted, meaningful, technological, reflexive and managerial.

The main factors of becoming spiritually developed personality in the system of contemporary professional education are concrete historical, socially economic and socio-cultural conditions of life activity of the society, reflected in the content of its ideological consciousness, moral principles, cultural creative activity; cultural heritage of the society, its historically formed social norms, moral ideals and patriotic values interdependent with universal culture and human knowledge, with the content of targeted and organizationally procedural components of upbringing practice and education of the personality in society,

with religion, art and literature, artistic creativity; spiritually moral self-consciousness of the personality as a system of her value settings and orientations world outlook beliefs, ideals that direct emotional and volitional, intellectual, professional and social activity of the personality in the processes of cultural and spiritual self-development and self-determination of future specialist.

The content of the process of spiritual value self-determination of students at the modern stage of the society development should include educational resources of spiritual culture of society; potential of social and cultural environment of higher educational institution; spiritual self-development, self-improvement and spiritual self-realization of the student's personality.

Transition of high school to university education system requires a harmonious balance in teaching human, natural sciences and specialist disciplines. The amount of information in all disciplines is constantly growing. But technically literate and at the same time intelligent (in the broad sense) a man can become only in the event of assimilation of spiritual values.

The experience of domestic and European university education proves that the abovementioned problem becomes more urgent. Classical universities traditions research convinces that humanitarian paradigm has been basis of training at higher education institutions for many centuries, and thus modern narrow specialist specialization does not contribute to increase of spiritual personality.

The development of spiritual value quintessence of future specialist personalities should be organized in three areas:

- 1) assimilation of knowledge about the spiritual, moral, aesthetic things;
- 2) self-cognition and self-improvement;
- 3) participation in socially significant activity.

We should strengthen axiological component of certain educational disciplines which have world outlook nature, form life position of the young person. Teaching the course of humanitarian cycle (philosophy, history, culture, and ethics) should help future specialists in their spiritual growth, formation human centered world outlook, acquiring sense-making constant of personality being.

Exactly education in the humanities is designed to contribute fully to the formation of a person who is able to look at itself from the outside, from the point of view of another person. This is not a man of the crowd, this is the personality who will have priorities not in the material but the spiritual sphere, because in the sphere of spirit there is the possibility of preserving a personality [8], [9].

Humanization of the educational process acquires practical character in the event of specially organized communication. In terms of classical university such form of communication is created by teachers at lectures, seminars, workshops, academic competitions, scientific and practical conferences, excursions, exhibitions of creative works, theme days, celebrating anniversaries, in search and local history activities, discussions, business games, meetings with interesting people.

3. ORGANIZATION AND THE RESULTS OF RESEARCH AND DISCUSSION

The basis of the formation of the spiritual values of students of higher education institutions is the process of mastering by young boys and girls moral norms and values that govern the behavior of people and ensure their stability in different circumstances. At the same time actions directed on external observance of moral norms, but caused not by the interests of other people, but by other motives (for example, by the fear of disapproval), according to the logic of morality, cannot be regarded as moral.

Formation of spiritual values of students requires the creation of a coherent, self-

governing system of education, which involves:

- increasing attention to the student's personality, taking into account his capabilities and needs;
- development of internal motivation, formation of knowledge and skills about spiritual values;
- a complex of interaction between educational institutions and the efforts of public organizations to create conditions for a specific educational environment that would ensure the creative integration of student youth into different types of culture and would contribute to their intensive spiritual growth;
- purposeful scientific and methodological support, improvement of theoretical and methodical training of pedagogical staff on the activity of forming spiritual values with the use of modern forms and methods of education, as well as through self-education.

According to academician I. Bekh, one of the conditions for effective education “is the creation of a special scientifically organized society, which differs from the usual environment with higher by content and intensity characteristics of joint activity and communication, emotionally and intellectually rich atmosphere of cooperation and creation. At the same time, the team of teachers, according to the scientist, acts not in the declarative form of the ‘group of colleagues-like-minded people’, but in the form of a ‘collective of creators’, acting in accordance with organized order, rituals adopted in a particular environment. Teachers join in the joint activity as equal creative participants” [10, 26-27].

In this context, special attention is paid to the forms and methods of instilling spiritual values, which have a social precondition and practical direction, provide methods for interaction between teachers and students, determine the degree of activity of student youth in the educational process and the time interval of its implementation.

Forms of organization of the process of instilling spiritual values are divided on the following basic features:

- theoretical and practical importance of creating optimal models of relationships in the system “teacher, curator – student – student group”;
- ways to stimulate student activity;
- share of application in the educational process;
- time interval of implementation.

An example of a modern form of the organization of instilling students' spiritual values is work with a web-quest, prepared by a teacher or found on the Internet. Web-quest is called a specially organized type of research activity, for which students search information on the network at specified addresses. They are created for the more effective use of time by those who learn, the usage of the acquired information for practical purposes, the formation of the ability to think critically, analyze, synthesize and evaluate information.

In order to make this work as effective as possible, a web-quest (a specially organized web-page) must contain the following parts: 1) an introduction that describes the terms of its holding and proposes an initial situation; 2) an interesting task that can be really implemented; 3) a set of links to network resources that are required to complete the task. Some (but not all) resources can be copied to the website of this web-quest in order to facilitate those who learn, download materials. The resources indicated should include links to web pages, expert emails or topic chats, books or other materials that are in the teacher or library.

Web-quests can be short-term and long-term. The purpose of short-term projects is to acquire knowledge and to integrate them into your own knowledge system. Working on a short-term web-quest can take from one to three sessions. Long-term web-quests are aimed at expanding and clarifying the concepts. After completing work on a long-term web-quest, the student must be able to conduct a deep analysis of the knowledge gained, be able to transform

it, possess the material so that he can create tasks for work on the topic. Working on a long-term web-quest can take from one week to a month (maximum two).

The forms of the web-quest may also vary. In particular:

- 1) creating a database of problems, all sections of which are prepared by students;
- 2) creating a micro-environment in which students can move through hyperlinks that simulate physical space;
- 3) writing interactive history (students can choose options for continuation of work; for this purpose they should each time indicate 2-3 possible directions);
- 4) creating a document that contains an analysis of any complex problem; students can agree or disagree with the author's opinion;
- 5) online interview with a virtual character. Answers and questions are developed by students who have experienced the interviewer's personality well enough. This option is to be best offered not to individual students, but to a mini-group that receives an overall assessment.

Students may be offered a series of web-quests on themes “Tolerant personality”, “Responsible act, responsible behavior”, “Human power is in the dignity”, “Mercy as spiritual value”, “Personal self-sufficiency”, etc.

A special kind of work is the “virtual rally” – specially designed by teachers web pages with a link to various resources in the telecommunications network and questions that need to be answered by visiting the sites. The task of those who are learning – to visit the maximum number of sites and correctly answer all the questions. Time of work is limited – 1 hour. At the end of the work, the learner sends the report to the teacher by e-mail or writes it in writing. The best works are published on the course support site.

Modern electronic library is a large-scale service based on documents stored in digital form, access to which is provided through the network to a large number of users.

Electronic library – distributed informational system that allows to store and use different collections of electronic documents (text, graphics, audio, and video) through a global network of data transmission in a convenient form for the end-user.

Apart from electronic documents the objects of processing in the electronic library are also databases, maps, user's maps, links to other digital libraries etc.

The main functions of the electronic library include:

- meeting informational needs of the users (society);
- providing information services (search, annotations, information about new incoming and others);
- organizing information so that it was convenient to use (cataloging and convenient navigation);
- managing information location and transmitting the information to the users and their intermediaries;
- ensuring the integration of information resources.

Most of electronic libraries allow downloading books in a format fb2, txt, doc, mp3 and other formats absolutely for free. All that the reader needs is to visit the selected electronic library, to find a suitable book and download it.

Decisive advantage of digital libraries we see in the availability of audio versions of the primary resources, what allows to acquaint students with the best examples of spiritual culture, and thus to contribute to their spiritual development. However, it is not enough for a modern teacher to tell the students a list of recommended works for review. It is important to consider methodical ways and means of able to activate the reader's interest and desire to ponder questions of personal and individual, nation-state, general planetary character of dimension.

For example, when teaching the educational course of “Philosophy” the theme “World philosophical process” can be enriched with deep analysis of moral qualities of the individual represented in the work “Confessions” by the religious thinker of Middle ages St. Augustine [11]. During studying of his works, in accordance with the theme of the program, it should be noted that he was one of the first who drew attention to the problem of the formation of the individual. For methodological provision of the discipline “Philosophy” (as for independent work and at practical classes) we can use the printed version, but we consider more interesting for students to work with small fragments of audio book. In order to activate the students’ attention before listening to each fragment it is advisable to ask the question:

1. What features of human St. Augustine defines unacceptable?
2. Under what conditions, according to St. Augustine, child’s moral features appear?
3. What children’s actions St. Augustine regards as innocent, but for adults - negative?
4. What are the challenges St. Augustine faced with when he was studying at school?
5. Consider why parents in those days approved teachers’ violence against children?
6. Explain the expression of St. Augustine “Any disorder in the soul is its punishment.”
7. Analyze St. Augustine’s attitude to the requirements of education.
8. What way of children’ education and upbringing St. Augustine define correct?
9. Which novels that were studied at schools, St. Augustine subjected to harsh criticism? What moral traits are promoted in them?
10. What are the rules that St. Augustine compares with the rules of conduct?
11. Describe the author's attitude to such features as dishonesty, arrogance, disbelief, anger.

It should be noted that the educational work through audio books is a new phenomenon, so it is important to organize the very process of active listening. Reader’s speech, the sounds of which are part of the message, carry in it sound features as: reader’s mood, his attitude to the content, to an imaginary conversation partner or imaginary listener. Intonation expressive reading, compliance with orthoepic norms and logical stresses cause special emotions.

Museums, churches and monasteries are increasingly offering virtual tours. So teachers (first of all tutors of academic groups) should plan and regularly conduct such excursions during the school year. In addition to the generally recognized advantages for pedagogical influence it is important to choose the websites of museums, churches and monasteries, which contain information not only about the history and significant events of parochial life but also provide opportunity to communicate with art historians, artists, priests in the “question and answer” mode. In the case of the desire and financial capacity of students the teacher together with the group can visit the websites of travel agencies and pilgrim services that organize trips to the places of prominence. Special part of the aforementioned Internet resources is live communication of travel participants, making new friends.

Nowadays it is difficult to overestimate the role of social networks in which there is active communication and creation of communities according to interest. In pedagogical context it is important to orient students on intellectually rich and morally healthy communication. Staying in social networks has not become a kind of entertainment, but a way to demonstrate our own life position. Examples are Internet communities of charitable orientation. They unite people who want to do good actions, to serve to a neighbor, to create conditions for charity in different dimensions – spiritual and material. The task of the teacher is to motivate students on charitable actions. However, this must be preceded by hard work that involves the study of the relevant Internet resources, maintaining contact with its coordinators, warning students about possible risks in the virtual space.

For interesting and useful leisure the academy tutor together with students can choose Internet resources with specially selected films, photos, music, lessons developments of contest winners, video materials and presentations that complement and expand the

knowledge in different training courses. At this the informational potential of cultural and educational direction television resources should be explored first.

The Internet version of educational television channels contributes not only to expand the audience (mostly because they work at regional level), but also provides availability of television programs at a convenient for a viewer time. Collective watching and discussion in the circle of group mates will provide the tutor with additional opportunities for educational cooperation. As this form of students' leisure time is optimal for the free exchange of thoughts, development of spiritual needs, the formation of selectivity when consuming television production (do not watch everything that is shown on TV, but to choose interesting, useful, pleasant).

It must be admitted that today there are few educational channels on the domestic television which are not compensated by volume and varieties of programs presented in the Internet versions. As for using foreign counterparts, it is a problem of discursive character, which requires a separate study.

Determinative level of spiritual development is the desire of the individual to constant self-education. Therefore, it is important to acquaint students with the Internet resources that allow them to expand their educational horizon. The websites of educational institutions allow not only to receive general information about the institution, but also to provide access to methodical and scientific resources. The websites of famous domestic and foreign higher educational institutions provide the opportunity to study online and get additional education. At the same time, through such resources students have an opportunity to get acquainted with new editions, to learn about organization of academic competitions, contests, conferences, social projects.

In order to provide pedagogical support and constant feedback with students, it is expedient to develop a training program for further self-development, self-education, and the formation of spiritual values. The developed training program is focused primarily on the organization of interaction between the teacher and students. It is based on the idea of constructivist pedagogy, which seeks to create a developing environment for students, which provides the possibility of searching for their own "I", learning ways to construct knowledge, taking into account the individuality and uniqueness of the experience of each personality [12].

The training program "Self-creation" contains the following blocks: student's prompt cards, methodical tools, diagnostic tools, situations and video situations of actions of responsibility, tolerance, mercy, dignity, self-sufficiency, exercises to identify spiritual values of personality in everyday life.

Pedagogical support of students in the educational process of a higher education institution involves prompt assistance in solving their individual problems in the realization and formation of spiritual values, in the development of creative potential of students.

In order to identify the best educational conditions for attracting Internet resources as a means of spiritual education of students there was developed program. The program contains themes and content of educational activities that will take place in the academic group during one academic year. In order to activate the students' and tutor's attention to the problems of spiritual content for each class the purpose and task of the meeting were described, Internet resources that will be used during the meeting were suggested, and also a number of methodological recommendations according to their use were provided. The program provides the lists of Internet resources for students' self-studying with further discussion in the circle of group mates.

The experimental program has been approved during the academic year 2016-2017 at the Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine) and Borys Grinchenko University (Kyiv, Ukraine). The experiment voluntarily joined eight academic

groups (total number of 556 students), who together with their tutors have implemented the suggested program.

Diagnostic procedure of education level consists of three steps:

- collecting diagnostic information;
- estimation of spiritual problematic interest level;
- formulation of general conclusions.

For this we used different diagnostic techniques, questionnaires, and direct observation of students in conditions of professional training in higher educational institution. The study is divided into two types: 1) psychological and pedagogical testing, when the procedure standardization is reached and the quantitative assessment of education level is provided; 2) a comprehensive review, when quality characteristics of the student's individual were checked.

At the same time the group tutors were diagnosed on the use of the Internet resources as a means of spiritual education. For this purpose preliminary and final conversation were conducted. If necessary, tutors were provided with individual and group consultations by the experimenter through involvement of teachers of science.

Within the article we will show only separate data that confirm the level of students' interest of the Internet resources proposed in the program.

The received data showed great interest of 74% of students in foundations of digital libraries. However, only 21% indicated their advantage in education. 73% of respondents noted that thanks to the advice of the tutor they began to read works of world classics in audio format, 44% admitted they regularly study the electronic resources of libraries in text format. Students noted that now they exchange their views on reading more frequently and try to learn the source of philosophy and world religions.

Virtual museum attracted the attention of 76% of the respondents. At this, 68% of them indicated that they are interested in virtual excursions in the circle of group mates and tutor's participation. 32% said they search the museum websites independently for further collective review.

A special interest was caused in students by Internet versions of educational TV channels. They interest 68% of the respondents explained by their moral and ethical content, 31% – by a variety of subjects, 19% – by the availability of content. However, students complained that they are lack of time to watch interesting films and programs collectively. At the same time tutors saw positive in this, because young people were learning to schedule their time rationally – to plan review and discussion of the seen with friends.

To discuss problems of spirituality in social networks tried 72% of subjects. 28% admitted the fact that they started discussion first. 52% stated that they joined previously "open topic". During the conversation the students admitted with regret the fact that in social networks the partners are not usually intended to communicate on vitally important moral and ethical themes. Thus, according to the respondents' conviction today social networks perform mostly just entertaining function. At the same time they expressed their willingness to unite in the Internet communities for spiritually rich communication.

Least of all students were interested in websites of other educational institutions. Only 35% of students admitted that on websites of national higher educational institutions they can find information that would contribute to their spiritual growth. Usually these are the websites of educational institutions of different denominations. 22% could find audio-video material relevant to the discussion of the problems of spiritual content. 14% had a desire to publish their scientific and journalistic work in periodicals presented on the higher educational institutions websites. No one paid attention to the ability to get parallel education through distant studying. The question about communication with students from other universities has received a positive response (83%), but most respondents recognized that it was of a utilitarian nature.

During the final conversation tutors who worked on the program “A man does not live only by bread” recognized its timeliness and importance in the spiritual education of students and the formation of their information culture. According to the teachers they managed to interest the student audience by Internet resources that will help to expand their outlook, humanize world view, formation of spiritual values. Students showed initiative to collective review of the suggested content and tried independently find their own resources, which would become an information occasion for the following thematic meetings of the academic group.

It is symptomatic that during the thematic meetings students repeatedly expressed their willingness to create their own Internet projects in order to attract public attention to issues of spirituality, morality, and self-improvement.

The generalization of empirical research allowed to come to the conclusion that the effective use of Internet resources as a means of spiritual education of students is possible in compliance with a number of pedagogical conditions:

- determining the specific tasks that teacher is planning to solve involving Internet resources in the educational process;
- establishing pedagogical census of each Internet resource proposed to student audience;
- selection of appropriate forms and methods of educational work relevant to the use of Internet resources (conversation, discussion, competitions, etc.);
- informing students about Internet resources that are worth their attention;
- selection of techniques for diagnosing involvement efficiency of Internet resources as a means of spiritual education;
- systematic character of Internet resources use in the planning and implementation of educational work by the academic group tutor;
- encouraging students both for independent and collective processing of Internet resources;
- encouraging students to create their own Internet resources that would distinguish by intellectual coloring, public utility, moral orientation (when teachers of informatics provide appropriate professional help).

4. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The involvement of Internet resources as a means of spiritual education of higher educational institutions’ students foresees activation of various forms and methods of interaction between teachers and students, in which happens the formation and development of leading personality traits happens that make spiritual originality and affirm the moral imperative of the individual. Searching and implementing in educational work the Internet resources enriched by moral content are designed to orient students to use network resources which meet the needs and demands of a highly-educated noble man. This should be the initial step in refusal of resources that promote bad habits, cruelty, and tastelessness and diminish the universal spiritual values.

The questions of methodical provision of spiritual education need further research; as well as questions of pedagogical potential of interaction with the students in interactive mode; leading factors in exercising reflection of moral and ethical experience, creating a complex of diagnostic techniques for the interpretation and forecasting spiritual development of the student’s individual, creating thematic databases of Internet resources worth involvement in the educational process of higher educational institution.

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Text of the article was accepted by Editorial Team 22.09.2019

ЦИФРОВІ ТЕХНОЛОГІЇ ПІДТРИМКИ ДУХОВНОГО РОЗВИТКУ СТУДЕНТІВ**Латто Віолета Валеріївна**

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Анотація. У статті розглядається проблема пошуку нових засобів формування духовних цінностей студентів університету. Була зроблена спроба довести, що інформаційно-комунікаційні технології можуть бути залучені до освітнього процесу не лише як освітні

забезпечення, а й як засіб духовного виховання. Зазначається, що гуманізація освітнього процесу набуває практичного характеру у випадку спеціально організованого спілкування, яке створюється викладачами на лекціях, семінарах, практикумах, академічних конкурсах, науково-практичних конференціях, виставках творчих робіт, тематичних днів й т. ін. Звернуто увагу на те, що у студентів слід формувати інтерес до інформаційно-комунікаційних технологій, які містять інформацію, здатну збагатити духовний світ особистості. Провідна роль у згаданому процесі належить вихователю студентської групи. Серед Інтернет-технологій, що мають значний освітній вплив, слід зазначити цифрові бібліотеки, віртуальні музеї та Інтернет-версії освітніх каналів, соціальні мережі та вебсайти закладів освіти, котрі зорієнтовані на активізацію різних форм та методів взаємодії викладачів та студентів, внаслідок чого відбувається формування та розвиток провідних рис особистості, які зумовлюють духовну оригінальність та утверджують моральний імператив особистості. Подається характеристика форм організації процесу прищеплення духовних цінностей за основними ознаками. З'ясовано, що розвиток квінтесенції духовної цінності майбутніх фахівців повинен бути організований у трьох сферах: засвоєння знань про духовні, моральні, естетичні цінності; самопізнання та самовдосконалення; участь у суспільно значущій діяльності. Автори підкреслюють, що ефективність використання інформаційно-комунікаційних технологій можлива у разі дотримання ряду освітніх умов та підтверджують, що задля формування духовних цінностей студентів необхідне створення цілісної системи освіти.

Ключові слова: духовні цінності; духовне самовизначення особистості студента; інформаційно-комунікаційні технології; навчальний контент вебсайту.

