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**Moral and spiritual education in system of high school education  
of the Republic of Kazakhstan**

Appeal to the problem of establishing a harmonious personality on the basis of value towards oneself, others, the world, contributed to the emergence of the S. A. Nazarbayeva's "Self-knowledge" draft on moral and spiritual education [1].

"Self- knowledge "course, integrating knowledge from fields of philosophy, ethics, psychology, sociology, ecology, law, implements a new educational paradigm of student-centered learning.

All goals and objectives of the pilot project of moral and spiritual education "Self- knowledge" coincide with the aims and objectives of the President of the Kazakhstan Republic N. Nazarbayev policy on the formation of moral spirituality of Kazakh society.

After pilot testing this project has been recognized and got encouragement, both in Kazakhstan and the international community.

The main objective of the "Self-knowledge" course is to give “food” to the young people's mind and heart standing on the threshold of independent life by developing their ability to reflect on the meaning of life issues.

"Self-knowledge" course reveals personal human potential in educational process and develops socio-cultural person's identity on the growing up stage, contributes person's changes from individual into a personality.

Psychologists consider self-knowledge as a prerequisite element for self-development, self-actualization, the realization of its abilities and possibilities.

As a result of self-knowledge one gains the ability for personal growth and self-improvement that gives a person a feeling of fullness and joy of life, awareness of its meaning [2].

One of the main features of the "Self-knowledge" course is that it is an integral part of humanitarian students' training in high schools. Content of modern liberal education based on the current achievements of the spiritual culture is based on universal values, and aims at creating a number of key learning and professional competencies needed to ensure high quality of life.

Another feature of "Self-knowledge" course is that students learn the discipline within one year and for the first year of study in high school they must learn spiritual and material values created in the course of human evolution. In this case, it is important to know what value "confer" by the individual himself through the spiritual development. As the main work of this appropriation acts interiorization as a process of forming the internal structures of the human psyche, implemented in many structures due to assimilation of external social activities.

It is necessary to consider that appropriation of social values and development of personal value orientations happens not only by rational way, but also emotionally [3]. That is why organizing process of social values assignment is

possible, taking into account the dialectical unity in the structure of cognitive and sensory, rational and irrational, social and personal in structure and cognitive mechanisms of the individual.

In the process of self-awareness learning students are expected to master a wide range of values:

- humanistic, determining attitudes towards human rights, respect for human dignity;
- socio-cultural, causing the relationship to culture, science, education, ethics, morality, national and ethnic characteristics;
- social, allowing an adequate focus on the political structure of modern society, create legal and economic culture;
- environmental, raising a human attitude to the environment.

One of the key features of the "Self-knowledge" discipline is a certain particularity of relationship between the subjects of pedagogical process, in which teacher does not only participate in formation of new knowledge and skills, but also stimulates creativity, showing interest and support. Questions and issues discussed during the classes, encourage students to seek moral self-determination and spiritual enrichment. A keen interest in these issues demonstrates the need and importance of ongoing training for the first-year students.

Thus, teaching practice shows that, in general, the "Self-knowledge" course content, and the use of complex interactive methods and teaching aids contribute to:

- Formation of understanding of scientific, philosophical and religious images of the universe;
- Development of democratic and humanist beliefs, focused on human values;
- Awareness of perspectives of self-development as a subject of creative activity;
- Transformation of subject knowledge into personal important factors for professional growth.

### **The list of used literature:**

1. Degree of the Ministry of Education and Science of the RoK No.566 "About Experiment of Moral and Spiritual Education and Teaching", Astana, 2001
2. L.Vigotskyi. "Development of Higher Psychological Functions. Moscow, Issue of ANN, the Russian Soviet Federated Socialist Republic, 1960, 500 page
3. L.Bozhovich. Selected Psychological Works / Under edition of Feldstein, Moscow, 1995, 397 page.