



## FACTORS INFLUENCING THE FORMATION OF NATIONAL AND SPIRITUAL VALUES IN THE TRAINING OF FUTURE SPECIALISTS

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### ABSTRACT

*This article analyzes the key factors influencing the formation of national and spiritual values in the training of future specialists within modern higher education systems. In the context of globalization, digital transformation, and sociocultural change, the preservation and development of national identity and spiritual heritage become essential components of professional education. The study examines philosophical, sociocultural, institutional, pedagogical, and personal factors shaping students' value orientations. Drawing on the ideas of Al-Farabi, Confucius, Ibn Sina, and Rabindranath Tagore, the article emphasizes the unity of moral education and professional competence. It argues that the effective formation of national and spiritual values depends on the interaction between family upbringing, educational policy, curriculum content, teaching methods, social environment, and students' personal motivation. The article concludes that a systematic and holistic approach is required to ensure that future specialists combine professional excellence with civic responsibility, ethical integrity, and cultural awareness.*

The formation of national and spiritual values in the training of future specialists has become an urgent issue in contemporary educational discourse. Rapid globalization, technological advancement, and the expansion of intercultural communication have created new opportunities for professional development. At the same time, these processes have intensified concerns about cultural identity, moral stability, and the preservation of spiritual heritage. In this context, higher education institutions are expected not only to provide high-quality professional knowledge but also to cultivate socially responsible, ethically grounded, and culturally aware individuals.

National values encompass historical memory, language, traditions, customs, and a shared sense of belonging to a particular cultural community. Spiritual values include moral principles, ethical norms, human dignity, respect for others, and a sense of higher purpose. Together, they shape a person's worldview and guide professional behavior. The absence of such value foundations may lead to moral relativism, professional irresponsibility, and social fragmentation.

Historically, many philosophical traditions emphasized the inseparability of knowledge and virtue. Confucian thought highlighted moral cultivation as the cornerstone of public service. Islamic philosophers such as Al-Farabi and Ibn Sina developed comprehensive educational models that integrated intellectual training with ethical discipline. In Indian philosophy, Rabindranath Tagore advocated harmonizing national culture with universal humanism. These perspectives demonstrate that professional competence without spiritual orientation is incomplete.[1]

Today, the challenge lies in identifying and understanding the factors that influence the formation of national and spiritual values within educational systems. Such factors operate at multiple levels: family upbringing, social environment, state educational policy, institutional culture, curriculum design, pedagogical methods, peer interaction, and individual self-reflection. The effectiveness of value formation depends on the interaction and coherence of these elements.

This article aims to analyze the main factors shaping national and spiritual values in the training of future specialists. By examining both theoretical foundations and practical examples, it seeks to demonstrate how educational institutions can create conditions that foster moral integrity, civic consciousness, and cultural continuity. A systematic approach to value-based education is essential for ensuring that future professionals contribute not only to economic progress but also to the moral and cultural development of society.

The formation of national and spiritual values in future specialists is influenced by a complex system of interrelated factors. These factors can be grouped into sociocultural, institutional, pedagogical, and personal dimensions. [2]

The family represents the primary environment in which national identity and spiritual orientation are formed. From early childhood, individuals internalize language, traditions, customs, and moral norms through family practices. Respect for elders, hospitality, collective responsibility, and religious observances often shape the initial value framework of future students. For example, a student raised in a family that honors national holidays and cultural rituals is more likely to demonstrate a strong sense of belonging and civic responsibility.

The broader social environment also plays a decisive role. Media, public discourse, cultural institutions, and community organizations contribute to shaping attitudes toward national heritage and moral standards. If society promotes respect for history, ethical conduct, and cultural diversity, educational institutions can reinforce these values more effectively.

State educational policy establishes the normative framework for value-based education. National standards often include requirements for civic education, ethical training, and the study of cultural heritage. When curricula incorporate national history, literature, and philosophy, students gain a deeper understanding of their identity.[2]

Institutional culture within universities further influences value formation. Universities that promote academic integrity, social responsibility, and community engagement create a moral environment conducive to spiritual development. For instance, codes of ethics, anti-plagiarism policies, and volunteer initiatives demonstrate the practical application of moral principles. Such institutional practices reflect the philosophical tradition articulated by Al-Farabi, who linked education to the construction of a virtuous society.

The content of education significantly affects students' worldview. Integrating humanities and social sciences into professional programs allows students to reflect on ethical dilemmas and cultural contexts. For example, engineering programs may include courses on environmental ethics, encouraging future specialists to consider the ecological consequences of technological decisions.

Teaching methods also matter. Dialogical and reflective pedagogies encourage critical thinking and moral reasoning. Confucian educational principles emphasized the importance of example and mentorship. Similarly, modern educators who embody ethical behavior serve as role models for students. Service-learning projects, internships in community organizations, and participation in cultural events strengthen the practical assimilation of values.[3]

Ibn Sina's emphasis on developmental stages remains relevant today. Age-appropriate instruction and psychological support help students integrate complex ethical concepts gradually. Workshops on professional ethics, leadership training, and intercultural communication provide structured opportunities for value formation.

Peer influence constitutes another significant factor. University communities create micro-societies where norms of behavior are negotiated and reinforced. Participation in student organizations, debate clubs, and cultural associations fosters leadership skills and civic engagement. For example, involvement in student self-government structures encourages responsibility, democratic participation, and accountability.

International exchange programs can also shape national and spiritual awareness. Exposure to other cultures often strengthens appreciation for one's own traditions while promoting tolerance and dialogue—an idea consistent with Tagore's vision of harmonizing national identity with universal humanism. Ultimately, value formation depends on the individual's internal motivation. Educational institutions can provide conditions and guidance, but students must actively engage in self-reflection. Spiritual development involves conscious choice and personal responsibility. Reflection seminars, mentoring conversations, and ethical case studies stimulate introspection.[4]

For instance, a future medical specialist confronted with a clinical ethics case must reconcile professional duty with compassion and respect for human dignity. Such experiences encourage the integration of knowledge and moral conscience.

In summary, the formation of national and spiritual values is not the result of a single influence but of a dynamic interaction between family, society, educational structures, peer communities, and personal agency. Only a coordinated and holistic approach can ensure that future specialists internalize values deeply rather than superficially.

The analysis of factors influencing the formation of national and spiritual values in the training of future specialists demonstrates the complexity and multidimensionality of this process. In contemporary society, characterized by rapid social transformation and global interconnectedness, higher education institutions face the dual task of ensuring professional excellence and preserving cultural and moral continuity.

National and spiritual values do not arise spontaneously within the university environment. They are shaped by a combination of sociocultural background, family upbringing, state educational policy, institutional culture, curriculum content, pedagogical

strategies, peer interaction, and personal reflection. Each factor contributes uniquely to the development of civic identity, ethical responsibility, and spiritual awareness.

A value-oriented educational model requires coherence among these elements. Family traditions must be supported by societal respect for cultural heritage. Educational standards should integrate humanities and ethics alongside professional disciplines. Universities must cultivate environments of integrity, dialogue, and community engagement. Teachers should serve as moral exemplars, while students should be encouraged to engage in self-analysis and responsible decision-making.

Importantly, the formation of national and spiritual values must avoid extremes. It should neither impose rigid dogmatism nor neglect cultural roots in favor of purely technical training. Instead, it should promote openness, tolerance, and critical thinking while maintaining respect for tradition and moral principles.[5]

In conclusion, the training of future specialists grounded in national and spiritual values is a strategic priority for sustainable societal development. Professionals who combine competence with conscience, innovation with responsibility, and global awareness with cultural identity are better equipped to address contemporary challenges. By fostering such integration, educational systems contribute not only to economic progress but also to the moral stability and cultural vitality of society.

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