

Development Of Spiritual And Moral Qualities Of Future Teachers Based On Innovative Educational Technologies

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Annotation: In today’s educational world, the duty of a teacher goes beyond academic instruction. Teachers are required to mould their pupils’ moral and spiritual growth by leading them through not only the curriculum but also life’s obstacles. As a result, the development of spiritual and moral traits in prospective teachers is a crucial component of teacher education. This study investigates the significance of modern technologies in promoting spiritual and moral development in future educators.

Key words: education, educational technologies, learning environment, moral development, spiritual trait, intelligence, personal growth.

INTRODUCTION.

The cultivation of spiritual and moral characteristics is critical in equipping instructors to engage pupils in meaningful ways. As the world of education evolves, fresh educational technologies emerge as effective instruments to promote this growth. Virtual reality (VR), online platforms, and e-learning systems provide new opportunities in teacher education programs to nurture important skills such as empathy, ethical decision-making, and self-reflection. According to Bekmuratov and Shakirzhanov (2020), prospective teachers' moral and spiritual growth helps to foster an ethical and inclusive learning environment. Teachers with strong moral and spiritual traits are more likely to set a good example for their pupils, impact their

character development, and promote a classroom culture that values empathy, respect, and responsibility. Furthermore, instructors who are conscious of their own values and spiritual beliefs are better prepared to deal with ethical quandaries in the classroom and help their students when they face personal and moral issues (Ivanova, 2022).

As technology’s role in education has expanded, it is obvious that new instructional tools may help future teachers acquire these traits. These technologies provide instructors unique opportunity to participate in reflective practices, gain new views, and learn how to successfully address ethical concerns, all of which contribute to their spiritual and moral development.

Virtual Reality (VR) and Empathy
Development

Virtual reality is one of the most promising technologies for developing spiritual and moral traits in teacher education. VR provides realistic, interactive settings in which people may experience many views and events in a secure, regulated context. According to Yarmukov and Kirillov (2021), using virtual reality in teacher education improves empathy and moral awareness by helping prospective instructors to put themselves in the shoes of people from various cultural, social, and economic backgrounds. VR simulations, for example, might provide teacher candidates with firsthand knowledge with the issues that children with impairments or those from marginalised areas encounter. These immersive experiences allow prospective educators to have a greater understanding of their pupils' lived experiences, cultivating empathy and moral responsibility for them.

By participating in such simulations, potential teachers not only develop a better knowledge of the issues their pupils experience, but they also learn to approach them with more compassion and patience. These experiences help instructors build moral sensitivity by making them more aware of the needs and feelings of others (Yarmukov & Kirillov, 2021).

Ethical Decision-Making and Online Platforms

Another important way that innovative technologies help to the moral and spiritual growth

of future teachers is through online platforms that mimic ethical quandaries and decision-making scenarios. These platforms frequently depict real-life scenarios that instructors may encounter in the classroom, challenging them to consider their principles and make educated judgements. According to Ivanova (2022), such online platforms can effectively promote ethical reflection in teacher education programs. By confronting ethical quandaries, future teachers are encouraged to evaluate many views, analyze the repercussions of their actions, and make judgements that are consistent with their moral and professional ideals. For example, an online platform may give a scenario in which a teacher must determine how to handle a bullying incident in the classroom. The platform would encourage the instructor to explore multiple tactics, each with its own moral implications, and to think on the consequences of their choices. This form of technology enables prospective educators to practice ethical decision-making in a risk-free setting, preparing them for the complex moral dilemmas that will confront them in actual classrooms.

Future instructors who engage with these kinds of tools improve not just the way they behave thinking but also their feeling of sense of duty. These tools motivate instructors to reflect critically on their activities, promoting the development of qualities such as honesty, fairness, and justice (Ivanova, 2022).

E-Learning and Self-Reflection for Spiritual Growth

In combination with VR and online platforms, e-learning technologies have shown to be effective instruments for prospective teachers' spiritual development and self-reflection. E-learning platforms, such as Massive Open Online Courses (MOOCs), frequently provide information on emotional intelligence, mindfulness, and personal growth. These platforms enable teachers to participate in reflective activities that help them develop spiritual and moral traits. According to Kuzmin (2021), e-learning courses that include mindfulness techniques or emotional intelligence exercises provide teacher candidates the tools they need for personal development, self-awareness, and emotional regulation.

These distance education programs provide instructors with flexibility and accessibility, allowing them to participate in self-paced learning that encourages reflection and self-improvement. Students who become educators develop resilience and emotional intelligence by reflecting on their own beliefs, feelings, and behaviours. Furthermore, self-reflection allows instructors to acquire deeper empathy and understanding of their students' emotional and spiritual needs, which is essential for providing a supportive and loving learning environment.

Conclusion

The training and development of spiritual and moral traits in future teachers is an essential component of teacher education. Teachers not only convey academic information, but also function as role models for their pupils, leading them through ethical quandaries and assisting them in developing strong character characteristics. Innovative educational technologies such as virtual reality, online ethical decision-making platforms, and e-learning systems can help teacher candidates develop empathy, ethical decision-making, and self-reflection skills. These modern technologies provide comprehensive experiences, introspective activities, and chances for ethical reasoning to assist prospective teachers acquire the moral and spiritual traits required for professional success. As educational technologies advance, their ability to promote the spiritual and moral development of future teachers will only improve, assisting educators in preparing to foster their students' moral and ethical development.

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