

Possibilities of Extracurricular Activities in the Student's Spiritual and Moral Formation

Saule A. Sadykova^{a*}, Aliya A. Yergazina^a, Vladimir S. Yeshpanov^b,
Valeriy A. Korvyakov^c, Akmaral B. Aitzhanova^d,

^aAktobe University named after S. Baishev, Aktobe, KAZAKHSTAN

^bKazakh-Russian International University, Aktobe, KAZAKHSTAN

^cAlmaty Academy of Economics and Statistics, Almaty, KAZAKHSTAN

^dSouth Kazakhstan State University named after M. Auezov, Shymkent, KAZAKHSTAN

ABSTRACT

With the purpose of substantiating pedagogical terms of the student's spiritually-moral becoming it is necessary to expose possibilities of extracurricular activities during this process. Its intrinsic characteristics are described as a factor of the student's spiritually-moral becoming. The main idea of the article is to reveal possibilities of extracurricular activities in spiritual and moral student's formation. Extracurricular activities possess a certain set of opportunities in spiritual and moral formation of the student's identity as it a) the integrated in the contents, technologies and provides mutual enrichment of spiritual ethical standards of the subject; b) issues use of humanitarian technologies, initiation of a reflection of own activity of the subject on the basis of responsibility, conscience, honesty, mutual understanding, mercy; c) promotes inclusion of substantial aspects of spiritual and moral formation of the personality at the level of the subjects mastered by the student. The revealed opportunities allow to improve process of spiritual and moral formation of the student taking into account requirements of modern science and practice.

KEYWORDS

Extracurricular activities, student's spiritually-moral becoming

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Introduction

The importance of research is caused by current trends of social development which are defined by cardinal changes in sociocultural, social and economic life of Russia and Kazakhstan and are designated in science as "civilization shift". The problem of spiritual and moral formation of the modern student demands further system and

CORRESPONDENCE Saule Sadykova ✉ sauleda@mail.ru

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conceptual judgment, creation of the generalizing model which, in turn, will allow creating complete pedagogical idea of the studied phenomenon. During reforming of system of specialists training it is necessary to restore humanistic and universal priorities in the content of education, to overcome authoritative and verbal system of the teacher and student's relationship, integrally to connect vocational training and spiritual and moral formation of the personality.

In science there are theoretical prerequisites creating conditions for search of solutions of the studied problem.

The significant contribution to development of concepts about the spiritual and moral sphere of the personality was made by Russian philosophers and pedagogues. In I.A. Il'in (1993), K.K. Rogers (1986) and other's works spiritual and moral formation of the personality explained from the point of view of the person's appointment, a humanization, unity of spirituality and moral.

The psychological features of youthful age stimulating spiritual and moral formation of the personality are investigated by E. Erikson (1958) and others. Influence on development of modern psychology and pedagogical thought in general and formation of ideas of the spiritual and moral sphere of the personality in particular was rendered by humanistic ideas of the western psychology, for example E. Fromm (1950) and the Russian spiritual psychology such as B.S. Bratus (1994), L.M. Abolin (2002) et al. The pedagogical aspect of spirituality, moral is opened in L.S. Vygotsky (2010), V.I. Smirnov (2007) and other's works. Works of prominent scientists as E.S. Zaire Beck & N.V. Kuzmina (2002), A.P. Tryapitsyna (2000), L.V. Bazarova, & V.V. Sadovaya (2016), V.V. Ilyin et al. (2016), N.V. Chekaleva & A.P. Tryapitsyna (2013) and others characterized an activity role in development of the personality in the field of pedagogics.

Noting productivity of the mentioned researches, it is necessary to admit that in the pedagogical theory the problem of spiritual and moral formation of the student in extracurricular activities is not comprehended up to the end as wasn't a subject of independent research in pedagogics.

Research hypothesis: spiritual and moral formation of the student in extracurricular activities as the process of an interiorization of the purpose, the principles, contents of morals and its values, based on the structurally functional model in its invariant and variable components developed according to Federal state educational standards of new generation demands justification of the pedagogical conditions providing efficiency of model realization:

— providing to the student the possibility of a choice of the philosophical, culturological, psychological and pedagogical information satisfying cognitive interest and need for spiritual and moral formation;

— use of modern humanitarian technologies which bring the student to understanding of that knowledge of rules of moral proves a moral choice, and values "light up this choice";

— supplement of extracurricular activities of higher education institution axiological meanings that expands possibility of participation of the student in the solution of pedagogical and social situations of the spiritual and moral contents.

The purpose, object, subject and hypothesis of research caused need of the solution of the following tasks:

1. To open the content of the concept "spiritual and moral formation of the identity of the student".

2. To reveal possibilities of extracurricular activities in spiritual and moral formation of the identity of the student.

3. To prove and experimentally to check the pedagogical conditions providing efficiency of realization of structurally functional model of spiritual and moral formation of the identity of the student.

4. To develop scientific and methodical ensuring the studied process.

Theoretical implication of the study:

— expediency of application of valuable and semantic, personal and activity approaches as the methodological basis of the studied problem that allows to specify theoretical and methodical regulations on relevance of spiritual and moral education of the student, use of potential of extracurricular activities existing in pedagogics in that part where there is a speech about integration of natural-science and humanitarian knowledge is proved;

— the principles of spiritual and moral formation of the identity of the student in extracurricular activities are defined and proved (subjectivity, a humanistic orientation, mutual understanding, coherence of traditions and innovations), following to which requirements will allow to develop concepts of processes of formation of personal qualities in the conditions of development of the trained society;

— the intra personal mechanism which is the cornerstone of spiritual and moral formation of the personality and including assessment of the situation, understanding of contradictions, fight of motives, a purpose choice, orientation in values (personally and socially significant), implementation of the plan of achievement of the purpose which can be used in development of theoretical and methodical bases of psychology and pedagogical research is revealed.

Practical implication of the study:

— the tools of psychology and pedagogical diagnostics of extracurricular activities as factor of spiritual and moral formation of the student's identity, including the criteria, indicators and-level characteristics of their development, diagnostic techniques providing objectivity, permanence, complexity of control and an assessment of realization of model are created;

— methodological and technological support of the studied process is developed: program of a special course for students of the pedagogical specialties "Organizational and Pedagogical Conditions of Spiritual and Moral Formation of the Student's Identity", test tasks.

The methodical recommendations developed by results of research were used when carrying out occupations with students of department of pedagogics and psychology of the Aktobe State University of K. Zhubanov, students of philological faculty and faculty of foreign languages of the Orenburg State Pedagogical University.

Materials and Methods

Research was conducted in three stages.

The first — analytical and diagnostic — the stage included definition of methodological base of research, degree of study of a problem in Kazakh, Russian, foreign literature and student teaching, the analysis of the major provisions of legislative normative documents, specification of key positions of research, the conceptual and categorical device, contradictions, the formulation of a problem, purpose, object, a subject, tasks, hypotheses. Main methods of research: the analysis of



theoretical sources, purposeful pedagogical supervision, the questionnaire, testing stating experiment.

On the second — design modeling — a stage, the forming experiment during which the system of work on spiritual moral formation of the identity of the student located and approved was made, fixing and primary analysis of the received facts were carried out. The research hypothesis was specified; the obtained data were analyzed and interpreted. Main methods of research: modeling, theoretical analysis and synthesis of information, questionnaire, testing, skilled and experimental work, methods of mathematical statistics.

The third — summarizing and analytical — the stage is characterized by the final analysis of the results received during skilled and experimental work, their systematization, generalization, a formulation of conclusions of research, registration of research in the form of the thesis. The used methods: mathematical data processing, tabular and chart interpretation of the received results, the comparative analysis.

Results

Productivity was defined on the basis of comparison of the results received on the stating and forming stages of skilled and experimental work. The motivational and valuable criterion of spiritual and moral formation of the student was studied by means of a technique of motivation identification, "Valuable orientations" technique and "A technique of studying of an inner world of the school student". In the last the list of values for ranging was partially changed according to the content of this criterion, but the key of data processing is kept. Cognitive criterion — by means of a technique of the incomplete offer and a method of the conceptual dictionary. Activity — by means of the analysis of situations of reflexive behavior, diaries of practical training, axiobiography, the emphatic abilities test, questionnaires of definition of a professional and personal orientation of students, questionnaire "Self-assessment of professional potential".

As a result of realization of structurally functional model of spiritual and moral formation of the student in extracurricular activities in experimental groups the changes in cognitive criterion consisting in accurate understanding by students of essence of the concept "spiritual and moral formation", harmony of cultural wealth and moral behavior, principles of the organization of spiritual and moral space of the student, ways of spiritual and moral self-improvement are recorded.

Changes in motivational and valuable criterion of spiritual and moral formation are established: steady positive motives, aspiration to spiritual moral improvement were shown at 74,7% of students (in comparison with 19,5% at the beginning of experiment). Such values as "freedom", "responsibility", "work", "education", "conscience", "mercy", contacted in ranging respectively the 1, 3, 4, 5, 6, 7 positions.

Active manifestation of an students initiative in social and pedagogical practicing was for us an indicator of positive change of activity criterion. We purposefully watched actions of students in international (The East — the West festival, annual international camp "Sosed", competitions of a literary translation, scientific and practical conferences: "Russia — Kazakhstan: history and present"; "Youth, cooperation ideals"; The Issyk kul forum) and university actions (a philosophical table, Socratic conversations, reflections over the offered problem, debatable meetings, competition of presentations, the publication of creative works of students, carrying out Week of foreign languages, literatures, arts, mathematics, creation of the faculty sites).

Solving situations of reflexive behavior and removing their problematical character, students of experimental groups carried out a categorization of the situation demanding exarticulation of the spiritual and moral moment more successfully;

judgment of the maintenance of a situation and definition of the leading idea; assessment of the content of actions of subjects and definition of motives of acts; allocation of the values taking the form of motive of an act; modeling of actions according to the content of spiritual ethical standard.

Results of skilled and experimental work are presented in table 1.

To prove reliability of distinctions between percentage shares of selections control and experimental groups, the multipurpose criterion (angular transformation) of Fischer was applied. The received empirical values of criterion are in a zone of the statistical importance; the effect is expressed in experimental groups (value of criterion 2,3 — 2,5; critical value 1,64) that corresponds to the high level of the statistical importance.

Table 1. Dynamics of spiritual and moral formation of the student in extracurricular activities

| Group | Stage of experiment | Level | | | | | |
|-------------------------------------|---------------------|----------|------|-----------|------|----------|------|
| | | valuable | | conscious | | critical | |
| | | quantity | % | quantity | % | quantity | % |
| Experimental Group1 29 students | beginning | 2 | 6,9 | 11 | 37,9 | 16 | 55,2 |
| | end | 9 | 31,0 | 17 | 58,6 | 3 | 10,3 |
| Experimental Group 2 29 students | beginning | 1 | 3,4 | 13 | 44,8 | 15 | 51,7 |
| | end | 10 | 34,5 | 14 | 48,3 | 5 | 17,2 |
| Control Group 29 students | beginning | 3 | 10,3 | 11 | 37,9 | 15 | 51,7 |
| | end | 4 | 13,8 | 12 | 41,4 | 13 | 44,8 |

Discussions

Spirituality and morality is a peculiar control system of human activity, including the large number of subjective and objective factors: from one side it is a student's will-power, purposefulness, capabilities, necessities to spiritual activity, from other side is public opinion, system of values, political, socio-economic terms of society, system of education and nature of socialization. The spirituality plugs in itself internal and external, innate and acquired features. Moral values play a great role in the spiritual values structure as a unity of moral consciousness and moral practice. The last confirms position about the indivisibility of spiritual and moral in the personality's life activity."

In psychology and pedagogical literature the concept "opportunities" is considered by researchers in the category "potential" (Ananyev, 2001). In total the concept of potential as B.G. Ananyev (2001) considers, "isn't reduced to the sum of opportunities, reserves and abilities of the person, though includes them". Potential as the dynamic property of the personality initially inherent in her, represents "the certain force allowing the person to develop, show and expand internally the abilities" (Rubenshtein, 2003). I.V. Baier, I.N. Semenov & S.Yu. Stepanov (1998) considers that in the substantial plan potential can be opened as "the developing system of the creative, spiritual and moral, esthetic and intellectual characteristics making a basis of the personality". Skilled and experimental work confirmed that possibilities of extracurricular activities in spiritual and moral formation of students depend on their personal potentials (motives, requirements, interests, activity).

In O.V. Treskina's (2007) research the main characteristics of spiritual and moral potential of the student, among which are revealed and described: valuable orientations; the life experience realized on the basis of a valuable reflection; moral qualities (empathy, responsibility, tactfulness, etc.) ; altruistic motivation of activity; tendency to spiritual moral improvement. According to these characteristics the author



allocated components of spiritual and moral potential of the student: valuable and reflexive, interpersonal, motivational and activity and self-development. Being shown in extracurricular activities, they allow to realize more fully problems of educational process due to use of educational potential of the studied subject matters, rational use of free time and leisure of the student (the days off and the periods of vacation — for satisfaction of physical, spiritual and social needs for spiritual and moral formation of the personality), broad involvement of students in self-administrative activity for the purpose of diagnostics of their valuable orientation: responsibility, freedom of choice, respect of Another, honor and advantage, good and mutual understanding; improvement of the content of process spiritual and moral formation of the student on the basis of use of an originality of culture, the nature, public life of the region.

Identification of opportunities of extracurricular activities as factor of spiritual and moral formation of the student's identity was carried out by us taking into account the following conceptual provisions:

1. Definition of structure and content of the concepts "factor", "extracurricular activities".
2. Identification of the factors promoting the studied process and the factors complicating it.
3. A choice of the adequate contents and the technologies answering the purpose of the studied process.
4. The accounting of processes of modernization in education, transition to a humanistic paradigm.

In scientific literature theories of the factors influencing development of the personality which number treat were approved: biological (specific and psychological features of the personality); environment (macro - and microenvironment); education; activity of the personality (Marx & Engels, 1978; Il'in, 1993) (tab. 2).

Now education is considered as the most important factor of the personality's formation, development of her spiritual and moral sphere. In modern understanding of spiritual and moral development it is understood as stimulation, activation of spiritual and moral potential of everyone trained. Being subjective and individual, spirituality of the subject constantly is under the influence of a set of objective factors. Level and "quality" of his spirituality depends on nature of influence of subjective and objective factors on the subject.

Table 2. Factors influencing on the student's process of development

| Categories of factors | | Action manifestation factors (in something, somewhere) |
|---|--|--|
| Biological factors | Inclinations of students abilities, creative, cognitive, emotional processes, character | In preferences, habits, in the valuable orientations |
| Environment: national and cultural, ethnocultural, social and economic environment of countries, region, municipality | Sociocultural development of countries, cultures of the region, higher education institution; cultural traditions; conditions for continuous education | Culture of pedagogical activity, culture of family, business, interethnic relations; participation in municipal, |

| | | |
|-----------------------------|--|---|
| Education | Culture of a family; means of mass media; personality of teacher, nature of interaction of the personality, society and the states | regional, international campaigns, conferences, etc. |
| Activity of the personality | Commitment, Informative and public activity | Family, school, higher education institution, establishments of additional and continuous education |

The solution of the problem of spiritual and moral formation of the identity of the student of higher education institution demanded identification of opportunities of extracurricular activities as the factor which is positively influencing this process. For the first time extracurricular activities as the phenomenon reflecting active participation of pupils in professionally focused occupations which are carried out after obligatory studies according to own interests and tendencies in the conditions of pedagogical assistance were considered.

We consider extracurricular activities in close connection with spiritual and moral formation of the personality. The concepts staticizing inclusion of the subject in activity as the main way of formation of personal qualities, including spiritual and moral, interests, ideals, motives form the basis; the dominating relation to the world, people, to itself.

Extracurricular activities possess all intrinsic properties of activity: a goal-setting (the purpose is set taking into account objective circumstances, defines all subsequent process made by the subject), concreteness (enters into the world of subjects, emotions, feelings, values, the relations, experiences); intelligence (fills with personal sense); reformative character (allows to see results of the participation in activity, including spiritual and moral formation of the personality). Therefore in our research extracurricular activities are presented as the phenomenon, multivariable on the purposes and the subject's opportunities expanding borders for spiritual and moral formation of the personality.

The wide coverage of extracurricular activities demanded from us introduction of the concept "spiritual and moral space" as a structural element of space formation. The spiritual and moral space is considered as the extent of the spiritual and moral interactions which are daily appearing at the student in various spiritual and moral forms and has personal, activity, social measurement (Titarenko, 1974).

The personal spiritual and moral space includes spiritual and moral features of concrete identity (spiritual and moral potential, requirements, knowledge, feelings, experiences, ideals, the relations, estimates). This sphere of spiritual and moral space is closely connected with the I-concept of the student.

The spiritual and moral space activity represents practical realization in study, work, communication, creativity, being a link between the personality and society.

The sphere of social spiritual and moral space is formed by all public phenomena surrounding the student during his various activity (family institutes, education, production, science, religion, ideology, morals, art).

Student's age is the favorable period for spiritual and moral formation of the personality.

First, it is for youth characteristic to analyse own thoughts, motives, acts, the relations, values.



Secondly, the central mental process is formation of outlook, consciousness of the personality that is shown in desire of self-expression, aspiration to express the identity.

Thirdly, researchers allocate to one of youth new growths development of reflexive abilities to situations of the spiritual and moral contents.

However the situation of the present affected motives of students, ways of their activity. Scientists speak about heterogeneity of student's youth on their activity orientation. For instance, Z.N. Prisyagina (1995) allocates the following types of students: the student lumpen who alienates himself both from study, and from public life for which the main thing — temporarily to sit out in higher education institution from unemployment, from army, etc., then possibly to prolong the youth, to gain somehow the diploma, etc.; the student - "businessman" whose main goal is money and is as much as possible; the student optimist focused on the future; the student toiler who isn't losing interest in study under no circumstances; the student skeptic who isn't believing in changes, "wrapped in the cover", living the world; the student disappointed in all that occurs round him; the confused student that is who lost for a while a point of support in life; the reconciled student, tolerant to all events; the student anarchist, whose main valuable orientation — outlaws, the love of freedom who isn't knowing when to stop; the student egoist, the pragmatist which is externally often following rules of decency but ready any minute to crush under itself people around if business concerns it personally, his family, its future, etc.; the student aggressor who is obviously standing on anti-humane positions (in this case he can be the member of the criminal group).

E.P. Belozertsev (1990) and L.M. Ilyazova (2005) are pointed to functions of extracurricular activities:

- Function of self-determination and self-realization.

Extracurricular educational activities are based on absolute voluntariness of participation and partnership of the student, an activity freedom of choice without coercion and possibility of such choice, a free exit from activity without consequences. Here the violence situation is excluded before taking part in extracurricular activities, the student has opportunity to reflex the opportunities and interests, so his activity will become more intelligent and productive. Everyone can build extracurricular activities according to the interests.

- Leisure function

Extracurricular activities allow combining such kinds of activity as rest, entertainment and creativity. On the one hand, in the out-of-class educational environment active recreation which represents the physical and cultural activity which isn't causing exhaustion is carried out; the fatigue and stress is removed, physical and spiritual forces of the student are restored. On the other hand, the out-of-class educational environment carries out compensatory function, filling monotony of educational everyday life. From the activity in the out-of-class educational environment students and teachers feel pleasure. At the same time in the out-of-class educational environment also the creative potential of the student reveals.

- Gnostic function

Extracurricular activities meet lacks in knowledge, form a complete picture of the world.

- Social function

Extracurricular activities definitely reproduce various phenomena of social life in society and in the world, promote adaptation of the personality in it.

- Emotional and valuable function

Thanks to extracurricular activities the student gains experience of the emotional and valuable relation to the world of things and people, experience of communication, interaction, opens himself to the world with which it is internally interconnected.

The listed functions and possibilities of extracurricular activities explain its advantage before the classroom environment.

In traditional educational process the possibilities of extracurricular activities are used insufficiently, it is continuation of the classroom educational environment, carries out the duplicating functions. In humanistic educational process the out-of-class reflexive and educational environment is created — it is an additional powerful source of development of the personality, and those tasks are difficult or can't be solved within an educational program (training of a reflection and formation of pedagogical activity culture) and owing to out-of-class activity. Therefore, speaking about the reflexive and educational environment, we actually mean the out-of-class environment filled with culturological meanings, possessing huge creative potential and free from violence.

We revealed the following opportunities of extracurricular activities in spiritual and moral formation of the student:

- it promotes development of those qualities which difficult or can't be developed in the environment of classroom (creative, organizing, emphatic abilities, culture of thinking);

- it develops motives of spiritual and moral formation. The student, joining in diverse types of extracurricular activities, not only "enters" the professional activity, but also enters "a new situation of formation", rises by new steps of the spiritual improvement (Vygotsky, 2010);

- it allows to imitate the main spheres of pedagogical work of the teacher.

Specifics of spiritual and moral formation of the personality in extracurricular activities are defined by nature of activity in this environment. The main skills of the cultural, reflexive, valuably caused pedagogical activity are born in out-of-class space, free from dictatorship, allowing to improvise. Considering pedagogical aspect of games, pointed to their importance for improvement of extracurricular activities. As in skilled and experimental work we used game as one of methods of spiritual and moral formation of the personality, we will stop on her features. Human game, according to D.B. Elkonin (1999) — is such activity in which social human relations outside the conditions of directly utilitarian activity are recreated. It includes in the structure all basic elements of activity — the purpose uniting participants, a community of motives, coherence; role behavior of participants with the corresponding distribution between them separate functions; management for the purpose of coordination of individual actions of players.

Extracurricular activities in a game form allow to carry out pedagogical activity, to imitate possible situations, and also promote orientation in various information, to search of individual style of activity, the optimum organization of pedagogical process (search of the pedagogical decision).

Imitating game helps to transfer the main sense of game actions to real life, is a development tool of various parties of the personality (responsibility, a freedom of choice, an initiative, respect of the other personality, ability to interact with him or her, reflections); learning tool of the pedagogical phenomenon. In imitating models three functions are crossed: knowledge of pedagogical reality, formation of valuable orientation, intensive development of the personality and diagnostics of adoption of pedagogical decisions. Therefore, a framework of extracurricular activities allows to enter the student into pedagogical activity.



We will note that as the leading task of the Pedagogical University teacher not impact on the identity of the student, his consciousness by means of promotion of pedagogical requirements acts, in our case — it is ways and ways of creation of nonlearning space, a way and ways of its development and cultural transformation for spiritual and moral formation of the student. As a result in extracurricular activities spiritual and moral formation of both participants — the student and the teacher proceeds. Correctly built extracurricular activities start working itself, become active. This situation is characterized best of all by L.S. Vygotsky (2010): "... educational process is already tripartite active: the teacher is active, the pupil is active, and the environment concluded between them is active".

Opportunities, conditions, ways of activity, the subject and subject relations become parameters of new (reflexive) extracurricular activities. In a reflection about extracurricular activities the teacher leaves "absorption by the profession", looks at it from a position of other person, takes a position over it for judgment about it (Sokolova, 2003).

Federal state educational standards of new generation provide to stir up along with sports, art and esthetic, scientific and informative, military patriotic, socially useful and design activity extracurricular activities according to programs of social and spiritual and moral formation of the personality, namely:

1) approbation by the student of social knowledge (about public norms, a society organization, on socially approved and not approved behavior forms), primary understanding of social reality and everyday life;

2) receiving by the student of emotional experience and positive relation to basic values of society (people, family, Motherland, nature, world, knowledge, work, culture), valuable attitude towards social reality in general;

3) receiving independent public action by the student of experience outside a higher educational institution.

Now in pedagogics the importance of individual and personal approach in spiritual and moral formation of students, formation of ability of the personality to vital self-determination, self-education, spiritual self-development is focused.

The social role gives the chance to build the personal composition of the social and valuable and spiritual and moral relations including the attitude of the person towards itself, other people to culture values, society, the nature. The personal composition of the social and valuable and spiritual and moral relations defines "egoism", identity of the personality, her originality. Quantitative and qualitative degree of personal composition of the social and valuable and spiritual and moral relations of the subject is necessary demands diagnosing as characterizes process of spiritual and moral formation.

S.Sh. Pashaev (1984) pays special attention to the student's environment, finds in it the features connected with age, specifics of informative process activity, and also with the level of pre-university preparation dominates. These features, according to the author, make a basis of the moral culture of students understood in the form of rather steady education which characterizes the reached level of development. For us this statement has conceptual value in the solution of the studied problem. In paragraph 1.1 we proved that the moral makes a spirituality core: system of ethical knowledge, moral belief, norms of professional ethics, ability to regulate behavior and communication with the help of the moral principles. Listed it is possible to consider indicators of spiritual and moral formation of the identity of the student which are realized in all structure of his activity that once again points to their integrating and general character. Spiritual and moral formation of the personality doesn't exist as a certain autonomous process of extracurricular activities. It is always specifically connected with this activity as it is beyond the educational process proceeding in higher

education institution and set of spaces of spiritual and moral formation includes (personal and activity) itself.

O.S. Bogdanova's (1975) idea about a situation of a choice opened the whole direction in the theory and practice of the spiritual and moral personality formation. Substantial bases of designing of spiritual and moral activity are under construction by means of a links specification: the teacher — a problem situation — the student as the subject of interaction, an exchange of activity the teacher — the student; the student — Another. Subject and object and the subject - subject communications in spiritual and moral activity directly influence formation of a position of the student in extracurricular activities.

Operational bases of designing of extracurricular activities of students are defined by the analysis of educational cognitive activity and communication. Spiritual and moral activity is considered by us as an aspect of other kinds of activity and as rather independent kind of activity, decisive means of formation and development of the personality. Keeping all main properties inherent in it as to the general phenomenon of activity, it has the features caused by that spiritual and moral activities for the nature are integrative. Therefore, considering spiritual and moral activity in the form of educational cognitive activity and communication, we open the mechanism of their interrelation, a ratio, and also process of their integration. Spiritual and moral activity and educational cognitive activity correspond as the purpose and means.

Now conventional is also that fact that revival and improvement of spiritual and moral formation as self-valuable part of extracurricular activities is one of the leading directions.

In our opinion, it is necessary to create optimum pedagogical conditions in extracurricular activities for spiritual and moral formation of the identity of the student. We will point to the main directions of the organization of extracurricular activities:

- Consolidation of the relations of teachers and student cooperation;
- Creation of the interuniversity centers of student's extracurricular activities development;
- Revival of the regional youth scientific and technical production centers, the centers of information urged to promote realization of spiritual and moral potential of the student;
- Development of leisure, club activity as special sphere of activity of the student and functioning of youth subculture;
- Improvement of network functioning of social psychological assistance services to the student in establishments of professional education;
- Studying and distribution of experience of the public organizations and establishments of professional education which are productively using in education spiritual and moral potential, possibilities of social, cultural, historical traditions of the region.

Joining the student to the process of spiritual and moral search creates prerequisites for definition of own vital mission and creation of an individual trajectory of a vital and professional way, its understanding by it as the way conducting to understanding of the internal spiritual and moral essence, finding of harmony with itself and world around. This search isn't limited to processes of an internal sense formation; it provides an exit in external space of the personality, emergence of need for creative activity.

So, the world of spiritual and moral values needs to be included in process of spiritual and moral formation of the student.

Spiritual and moral values are considered by researchers in two aspects: as objectively existing and as subjective (personal, individual). Communication between objectively existing and subjective spiritual and moral values is established through concept of sense.



The sense, by V. Sagatovsky's (1979) definition, is accessory of individual consciousness; this special, individual, prejudice of the person to objectively existing moral values, the steady regulator of its activity and behavior, a basis for development of the individual attitude towards that reality in the context of which life of the person proceeds.

The sense can't be introduced from the outside; it is developed by the person in the course of sense creative activity. As the basis of spiritual and moral development of the person is made by search of meaning of life, his spiritual and moral life represents in essence development of own meanings, own understanding of objectively existing spiritual and moral values. It makes sense information (understanding of essence of the world and itself) and emotional (the relation to the world and itself) components.

Have impact on nature of individual meanings, on the one hand, personal and specific features of the subject of sense creative activity, with another — cultural and historical time and space in which its life proceeds. Therefore in work the characteristic of the content of moral consciousness and behavior is carried out, their structural elements are allocated and analyzed. The moral consciousness including social (objective) and personal (subjective) aspects looks as the system of estimates reflecting reality through a prism of approvals and condemnations is expressed in judgment of ethical standards, values, an assessment of the phenomena of surrounding reality, moral empathy.

Moral behavior — set of forms of daily behavior of the person in which moral values, the orientations of the individual caused by work of his moral consciousness find external expression. The consciousness defines the maintenance of acts, and the behavior opens it. The central components of behavior are: the act (including action or inaction), the purpose, means of its achievement, a commission condition, results of action, an assessment, a self-assessment. The moral behavior of the personality has the following sequence: a life situation — experience — judgment of a situation and motives — a choice and decision-making — incentive — an act.

In interaction the moral consciousness and behavior define the maintenance of spiritual and moral values of the personality (social group), level of its spiritual and moral culture. Spiritual and moral values of youth are defined as the system of values created subject in process - the object relations (youth — society), system in which in indissoluble unity and interrelation are presented: knowledge of universal and moral values; belief in their realization in human relations; the behavior directed on an embodiment of this knowledge and belief in practical activities.

Spiritual practical activities in their essence are productive. It can be considered as a kind of spiritual production, and then the concept of spiritual production is almost identical to concept of spiritual activity in general. According to P.I. Smirnov (2007), "there are a lot of types of spiritual activity. Spirituality is only one. Spirituality has three beginnings: informative, moral and esthetic. The good, beauty and truth are internally connected, they have to coincide as are directing to one purpose — to finding by the person of original life. The habitual behavior is formed by repeatedly repeated actions. It is stable, allows the person in identical, similar conditions to work always as it is necessary.

The moral behavior is characterized not only by act, but also by a system of moral habits. They along with moral belief and feelings log in internal regulators of behavior. The moral habit — is ability and ability to make action not only without control, special on that, but also owing to the developed need for this activity. Still D. Lock noted that in education the major role is played by formation of moral habits. "It isn't necessary to burden memory of children at all with rules and instructions which are immediately forgotten and is much more useful to exercise them in actions, desirable from the point of view of true morality" (Rogers, 1986).

S.L. Rubenstein (2003) noted that "when a person systematically induce to arrive definitely (is moral), the outlook, morals as if settle and are enshrined in its character in the form of habits — habitual ways of behavior".

Habit to the behavior determined by deeply acquired ethical standards — an indicator of stability of moral motive. Formation of a moral habit needs to be carried out on the basis of positive motivation of behavior of students. Conclusions of scientists are activity vectors for practitioners: moral habits become stronger in activity, and in higher education institution special work on education of certain habits of behavior is necessary. Extracurricular activities as our skilled and experimental work showed, possess in this plan great opportunities.

In our approach the moral behavior is characterized by that it at everyone is defined by a conscious choice of these or those actions according to cultural wealth. The behavior is moral if the student weighs, thinks over the actions, arrives with skill, choosing the unique, right way of the solution of the problem facing it. To sure behavior there corresponds strong internal conviction. Harmony of thoughts and affairs are a guarantee of moral behavior in any situation, at emergence of new and unexpected problems.

In difficult structure of spiritual and moral values absolutely special place is taken by an ideal. It is one of types of moral values and at the same time acts as its highest form. The special role of an ideal in an inner world of the personality is explained by its nature, functions, and specifics of communication with reality. We believe spiritual and moral formation is process in which the subject aspires to an ideal:

a) as a public ideal values — the abstract idea of attributes developed by public consciousness, containing in it due in various spheres of public life act. Such values act and as universal, "eternal" (truth, beauty, justice), and as concrete historical (the patriarch, equality, democracy);

b) value appears in an objective form in the form of the works of material and spiritual culture or human acts which are a concrete subject embodiment of public valuable ideals (esthetic, ethical, political, legal, etc.) that does values cognizable;

c) social values, refracting through a prism of individual activity, enter into psychological structure of the personality in the form of the personal, spiritual and moral values which are one of sources of motivation of her behavior.

The personal ideal as essence of ideas of the person of happiness and meaning of life, satisfaction with life, will mobilize the person for achievement of goals. It directs thought of the person to awareness of necessary harmony, coordination of personal and public interests.

Values in the course of an interiorization become valuable orientations, i.e. personal ideals and vital installations of the person. A.V. Kir'yakova (1996) considering formation of orientations, allocates three phases:

- It connects the first phase with entry of the personality into the world of values, into the world of the valuable relations;

- The second phase — with judgment of a worthiness that is connected with reevaluation of values, with formation own "I";

- The third phase — with formation of own scale of values, system of valuable orientations, design of the attitudes of the personality towards reality.

Conclusions



So, extracurricular activities, meeting lacks in knowledge, forms a complete picture of the world, definitely reproduces various phenomena of social life in society and in the world, promotes adaptation of the personality in it. Thanks to extracurricular activities the student gains experience of the emotional and valuable relation to the world of things and people, experience of communication, interaction, opens himself to the world with which it is internally interconnected. In extracurricular activities all factors are integrated (the biological — specific and psychological features of inclinations and abilities of students); environment (cultural, educational environment of university, variety of forms and methods of educational work); activity of the personality). Therefore extracurricular activities positively influence on the process of spiritual and moral formation of the student.

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Researches on experience formation of the spiritual and moral relations are perspective; to use the possibilities of humanitarian and disciplines of a natural and mathematical cycle in development of spiritual and moral culture of the modern student.

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Notes on contributors

Saule A. Sadykova has a PhD of Pedagogical Sciences, works at Aktope University named after S. Baishev, Aktope, Kazakhstan.

Aliya A. Yergazina has a PhD of Pedagogical Sciences, works at Aktope University named after S. Baishev, Aktope, Kazakhstan.

Vladimir S. Yeshpanov is a Full Doctor of Historical Sciences and works at the Kazakh-Russian International University, Aktope, Kazakhstan.

Valeriy A. Korvyakov is a Full Doctor of Pedagogical Sciences and works at the Almaty Academy of Economics and Statistics, Almaty, Kazakhstan.

Akmaral B. Aitzhanova works at South Kazakhstan State University named after M. Auezov, Shymkent, Kazakhstan.

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