

**ENHANCING THE PROFESSIONAL SPIRITUALITY OF TEACHERS IN THE  
CONTEXT OF EDUCATION DIGITALIZATION**

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**Abstract.** This article examines the problem of enhancing the professional spirituality of teachers in the context of education digitalization. The role of online platforms (Kahoot, Quizizz, Google Classroom, EduPage, Moodle) in intensifying the educational process and developing students' cognitive skills is analyzed. Special attention is given to the interconnection between the spiritual and moral aspects of pedagogical activity and the digital competence of teachers. It is concluded that the successful integration of digital technologies into the educational process is possible only when the teacher's educational mission is preserved.

**Keywords:** professional spirituality, teacher, students, digitalization of education, online platforms, cognitive activity, motivation, differentiation, individualization, critical thinking, memory and attention, communication skills, independence and creativity, cognitive skills, spiritual and moral values.

Digitalization as an Integral Part of the Modern Educational Environment: The Role of Teachers' Professional Spirituality Digitalization is an integral part of the modern educational environment, offering new opportunities for interaction between teachers and students. At present, there is a growing need to enhance teachers' professional spirituality in the context of digitalization of the educational process.

As the foundation of pedagogical activity, teachers' professional spirituality is intended to ensure harmony between technological progress and the humanistic goals of education. Our task is to demonstrate the interrelation between teachers' professional spirituality, the intensification of learning processes through online platforms, and the development of students' cognitive skills.

What does professional spirituality of a teacher mean?

Professional spirituality is an integrative quality of a teacher's personality, reflecting their moral, cultural, and humanistic orientations. It is manifested in the ability to foster respect for knowledge, to cultivate moral attitudes, and to encourage the desire for personal growth. In the context of digitalization, professional spirituality acquires new significance. It enables the teacher, while working with digital tools, to preserve the educational mission and enrich it with the help of technologies. As our experience shows, modern online platforms provide broad opportunities for organizing the educational process.

The most widely used among them are: Kahoot, Quizizz, Google Classroom, EduPage, and

Moodle. Their use contributes to the activation of cognitive activity, the increase of students' motivation through gamification, the acceleration of assessment and feedback, as well as the differentiation and individualization of learning.

In teaching history in upper grades, we use online quizzes in Kahoot to consolidate knowledge of dates and facts and to visualize historical processes.

In literature lessons, the use of Google Classroom facilitates collective analysis of texts, discussions, and projects.

In mathematics, Quizizz makes it possible to organize interactive drills for solving problems. Thus, online platforms serve as tools for intensifying learning, creating new forms of interaction between teachers and students. A special role in the development of cognitive abilities is played by digital tools.

Analysis and comparison of information sources, as well as argumentation of conclusions, foster critical thinking. Working with digital flashcards and completing interactive tasks develop memory and attention. Participation in online discussions and team projects strengthens communication skills. Conducting research tasks with the use of digital resources promotes independence and creativity.

These skills help modern students adapt to the information society. A modern teacher must possess not only digital literacy but also a high level of spiritual and moral development. It is spirituality that provides the value-based foundation for the use of technology in education.

The combination of spirituality and digital skills is manifested in the teacher's personal example of responsible behavior in the digital environment, in the cultivation of digital culture and cyberethics among students, and in maintaining a humanistic orientation of the lesson when using online tools. Based on the above, it can be concluded that teachers' professional spirituality serves as a guarantee that the use of digital technologies in the educational process contributes not only to the assimilation of information but also to the development of the individual. Thus, the intensification of the educational process through online platforms opens up new perspectives for the development of students' cognitive skills. However, the key condition for the successful application of digital technologies remains the professional spirituality of the teacher, which ensures a balance between technological progress and the humanistic values of education.

The harmony of spirituality and digital competence forms the foundation for high-quality education capable of nurturing individuals prepared for life in a rapidly changing world.

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