Abstract: One of problems of training of future teacher to professional activity is formation of its spiritual moral sphere. The purpose of the present article - to open features of the pedagogical process aimed at the development of spiritual of moral culture of students to define conditions and factors influencing spiritual moral development of future specialists. In article new pedagogical approaches to formation of moral culture of future teachers among who are called are shined: studying of historical experience of the Uzbek people (in training and education questions), inter-subject integration use, personal centered training, etc. 

Key words: professional potential of the teacher, ethics, esthetics, communication, creativity, moral criteria, outlook, spiritual culture, future teacher, spiritual and moral activity.

Researchers-teachers, including V.N. Myasishev mark out the main qualities of future teachers of knowledge, ability, skills, and the relations. These qualities have defining value in the characteristic of the teacher. These are indicators of essence of professional activity. L.A. Volovich and M.S. Kagan also allocated a number of indicators of professional potential of the teacher. It: knowledge, ethics, features of communication, esthetics, creativity, mentality. Cognitive opportunities of future teachers are defined by the volume of acquired information. Moral potential is shown in aspiration to seize moral esthetic norms and also in actions and behavior of the subject in public process. Axiological and communicative properties of the personality find the expression in nature of communication, establishment of the steady relations with others. Possession of aesthetic concepts and aesthetic outlook gives beauty and grace to the relations of the personality to all over the world. Creatively the potential of future teacher unites the internal nature of the teacher and his professional activity therefore creativity of future teacher reflects his need for development and self-realization.

The special attention should be paid on the mental potential of future teachers which is a basis of culture of thinking and consciousness. The culture of thinking and erudition are directly connected with feelings and emotions of the identity of the person, his health and a way of life because his national mentality is reflected in a way of life of the person. Interior, in turn, to find the expression in personal culture. Being the complete phenomenon, the last incorporates a number of cultures. It is emotional culture, culture of thinking and perception, and health culture and a healthy way of life, culture of behavior and activity. The main principle of the inner culture of a person is its sustainable development. The internal culture of the future specialist is the basis of mastering them with General pedagogical culture and at the same time, due to the internal culture of the relationship of the subject with others and the material world.

The essence of moral spiritual skills in unity with opportunities and needs of future teacher makes his identity and provides nature of its activity and behavior in society and as gives the grounds for an assessment and management. On this basis many-sided activity of the person which is subject to improvement, to replenishment by knowledge is carried out and is directed on development of values and communication development (Nishonova, 1998).

Peculiarities of perception associated with the nervous system of the person who designs its activities on the basis of the ideals and aspirations. Moral culture is connected with the cognitive activity of the person. The future teachers it is formed through the knowledge of nature, society, man's inner world of the personality, to the Third aspect of moral culture of the future specialist is determined by the direction of the internalization of the values, which is reflected in its spiritual form. The fourth direction of formation of spiritual - moral culture is the organization of the communication moral content of a future specialist with classmates, colleagues.
From the aforesaid it is possible to conclude that on the basis of interrelation of the called aspects spiritual moral culture at future experts moral qualities, a way of life, style of behavior and professional activity are formed, their emotional sphere, thinking, outlook develop in a complex. The interior includes:

1) experiences of emotion and valuable qualities;
2) thinking cognitive intellectual potential of the personality.

Spiritual moral qualities belong to both spheres and influence behavior and activity of the person. Therefore stability spiritual the moral sphere of the personality provides its development. At the same time on development of an inner world make influence and external factors.

We consider a number of the components making spiritual moral potential which are considered in the process of training of future teachers. We will note the main of them: orientation of an inner world of future specialists on assimilation of values; cognitive and intellectual opportunities; activity and style of behavior.

However it isn't enough to create certain moral ethical standards of behavior at future teachers. Only such orientation of education yet doesn't provide spiritual moral development.

Important factor of impact on spiritual and moral development of students of higher pedagogical educational institutions, undoubtedly, pedagogical activity of future teachers is. It is a question not of activity in artificial laboratory conditions, and live pedagogical process, only then activity of future teacher can creatively gain character. Its internal contradictions are a source of development of the personality. For their overcoming of people resorts to various methods and receptions. In vital social pedagogical situations spiritual moral development of the identity of future teacher is carried out by the accelerated rates. If the purpose is formulated specifically and actually, the teacher defines the corresponding kinds of activity for her achievement and future teacher turns into the subject of this activity.

The analysis of literature of a question shows that for years of independence the pedagogical science developed mechanisms spiritual moral development of future teachers who provide a serious support on heritage of ancestors and are directed on enrichment of an inner world of future specialists and formation of their creative potential. The understanding of an inner world of students gives the chance to define the principles and the directions spiritual moral development of studying youth. Realization of each principle spiritual moral and professional development demands creation of optimum conditions in pedagogical process (Safarova et al., 2005).

Social factors have a great impact on the identity of future teacher. In the conditions of training in the higher educational institutions social factor is the educational environment in which pedagogical approaches to vocational training of future teachers and their spiritual to moral development are realized scientific. An important role in socialization of students is played by continuity in the content of training in system of the general average, secondary professional and higher education, that is future teacher has to represent object of the future activity distinctly. The educational environment has to correspond to interests of students to their inquiries, professional and spiritual needs, and educational process has to bring them satisfaction.

For this purpose it is necessary to enrich the content of training with materials about culture, spirituality, moral views of the Uzbek people and one temporarily to acquaint future teachers with secrets of skill of a pedagogical profession, to present those models of the advanced pedagogical work and experience. Educational process in the higher pedagogical educational institutions needs to be organized taking into account the institutional, social, spiritual principles which future teachers would use in the future in the professional activity.

In modern educational process new pedagogical approaches to training were designated. In particular, students study historical experience of the Uzbek people (concerning training and education) in a complex with innovative pedagogical theories. For example, in system personal the focused training new approaches to spiritual to moral and professional development are synthesized also.

If when studying a concrete subject matter some concepts from other subjects (certainly, connected according to the contents) are added, the integrated educational environment which is created opportunities for deeper and strong assimilation of knowledge, concepts, information from interdisciplinary sciences (R. Safarova, P. Musaev, U. Musaev, M. Toshev) will be created.

Integration of the content of education is of great importance in vocational training of future specialists. In the system of the higher pedagogical education inter-subject integration allows to expand ideas of students of various educational systems, multiple educational means, of an individualization and training differentiation; to acquire educational values, consciously to use cognitive approaches in training.
Spiritual moral and professional enrichment of the identity of future teacher gives the chance to develop his independent thinking, cognitive abilities, interests, tendencies, emotionally – the sensual sphere; to intensify practical actions and the interpersonal public relations.

Having learnt the content of the training, the future teachers embody it in various activities, which, in turn, contribute to the expansion of knowledge about the real world, nature conservation society. Knowledge of the future teachers supplemented also by the acquisition of the national values of the Uzbek people, and on the cognitive basis of specialist develops in the moral and professional directions. This process is combined with pedagogical activity with the development of personal qualities, realization of abilities and the formation of a harmonious personality. It is impossible not to take into account the great importance in the upbringing of comprehensively developed personality of the future specialists’ relationship teachers of higher educational institutions and students (Musurmonova, 1993).

The personal activity which is carried out under the influence of external conditions, represents the changeable mechanism as in the process of formation of the personality in new conditions the development product changes also. Speaking about spiritual moral development of future teachers, it is necessary to take those public transformations which are reflected in educational process into account.

Its experiences and feeling are reflected in an interior, and it provides communication of an inner world of the personality with objective reality. For such theoretical approach is important that fact that process of cognitive activity is carried out in interaction with feelings and feelings of the person. Therefore internal ideas of the objective world and intellectual aspects of activity are expressed in practical actions which have spiritual and moral character.

Moral activity in pedagogics is considered as the spiritual and moral phenomenon. To this question devoted the researches in days of independence S. Nishonova, N. Ortikov, O. Musurmonova, Sh. Mardonov (Kagan, 1988; Mardonov, 2006).

It should be noted that the concept "spiritual and moral activity" has broad and narrow interpretation. In wide value spiritual and moral activity includes educational, labor, aesthetic and game activity. In this sense spiritually – moral activity creates possibility of socialization of the person in the general vital processes (Myasishev, 1995). This activity at all doesn't belittle value of other kinds of activity. Any activity demands from the person of possession spiritual and moral qualities. Pedagogical activity is especially allocated in this the relation. It is impossible to develop abilities of learners and spiritual and moral qualities without pedagogical intervention.

In value spiritual moral activity of future teachers includes ethical standards of behavior, conscious management of internal processes, is moral directed, establishment of the valid, sincere relations with the pupils, full assimilation of criteria of public life, independent activity, honesty manifestation in the acts, independent outlook, personal qualities. In this sense development of spiritual and moral qualities of future teachers is connected with enrichment of knowledge, education of feelings, and understanding of value of the actions, deep reflections about own personality. Such way at students forms experience of spiritual and moral activity.

References
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