

education constantly is in sign of the Ukrainian and foreign scientists.

The special role in the decision of this problem is taken to opening of ideas of teachers of Galicia of the first half of XX century on forming of culture of speech both verbal and writing for the schoolchildren of general school. On the example of work of teacher Ivanna Petriv forms, methods, facilities, receptions of achievement of the put aim, are exposed. The increase of efficiency of scientific-educational process was attained due to the permanent plugging of pupils in implementation of various practical tasks on development of speech (writing and verbal, using the method of the «synthetic» educating, collaboration of teacher and students taking into account the age-related and individual features).

Key words: culture of speech, Ivanna Petriv, teachers of Galicia, «synthetic» educating, collaboration of teacher and students.

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### EDUCATION VALUES OF MODERN BRITISH SCHOOL

The article presents the author's viewpoint on the value-rich education and its possible development in modern schooling society. The notions of «values» and «educational values» has been discussed; on the basis of the discussion the author's understanding of educational values has been suggested. The issue of selection of values to be integrated into school practice has been discussed. As a result, three groups of values that should be placed at the centre of school policy and then integrated into action in the classroom practice have been singled out: foundation values, focus values, aspirational values. The framework of educational procedures for integration of the selected values has been created and substantiated in the paper. Governmental introduction of new 'British values' of 2014 has been discussed and related to the common educational values to be considered by British educators and society in general.

Key words: values-rich education, educational values, moral values, modern school, classroom practice, value integration framework.

*Introduction.* Nowadays, no one seems to doubt that values play a central role not only for the theory of education, but for its practical activities as well. That's because schools and teachers reflect the values of society which are transmitted to schoolchildren and university students. Moreover, educational institutions, together with parents, the media and peers, are a strong influence on the establishment and development of values of children and young people.

British educators believe that «values or character education is nothing new. It has been a feature of the dominant learning landscape for at least 50 years and considerably longer within certain fields... What is new, or at least current, is the attention that values and character are being given within English education reform accompanied by apparently high expectations of their social agency [2].

From the theoretical perspective, it is important to mention that values do not tend to be unchanging. It is the role of education to help the schoolchildren and university students define the proper values which will help them to lead a successful and morally appropriate life after they graduate. We should admit that it is not an easy task, because within our society there appear to be some groups (parents, employers, local communities, country leaders, etc.) claiming to establish such values, but a close study of those groups suggests that within each of these groups there is a wide diversity of political, social, economic, religious, ideological and cultural values.

Thus, the goal of the given paper is to develop an algorithm, certain framework for educators, helping them to lead the students on the way of proper analysis and choice of virtuous values in the modern British society in connection with the declared «British

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values».

Jackson P., Boostrom R. and Hansen D. point out, that educational values can be introduced even by classroom management procedures and study organization. Students learn the system of values when teachers insist on «precision and accuracy in students' work, or praise their use of imagination, or encourage them to show initiative, or respond with interest, patience or frustration to their ideas» [7, p. 19].

It may be true to say that values are something that is «taken-for-granted» by teachers and students, but then the question rises: why are those values often neglected by both parties, causing a lot of misunderstanding, conflicts and negative outcome of education and educational experience? The answer to this question may be the following: very often it is really difficult to articulate or explore values, they are also impossible to be measured or graded. Another answer might be because teachers aren't prepared for reflection on values. Teachers often believe that students should possess the so-called moral instinct, thus values should be «ready for use» the same day as a student enters and educational institution.

There is one more misconception with the investigated issue. Educators believe too much in the power of statements concerning values. For example, even when there is a statement about the value of being treated with respect, not every person will share similar viewpoint concerning what kind of value it is, and what it really means for a student to be treated with respect by a teacher, or vica verce. Moreover, there is often a big difference between what is stated and what is really practised in the educational process.

As a result many, values stay lost or thrown to the domain of hidden school curriculum. This leads to non-systemic view of values in education, and if there is no systematic discussion of values and value issues with students, they (the values) will probably be developed chaotically [14, p. 3]. The mentioned above factors suggest a need for schools to reflect on and voice their values with greater precision [9, p. 307].

To implement clear-cut strategies of value-rich education policy, it seems necessary to solve a number of tasks, some of which might be the following:

- to define whether particular values are valid only within particular social groups, cultures or traditions;
- to find and articulate some overarching principles by which the conflicting values may be united and consoled;
- to decide whether there should be the basis of shared values in our society which will create the common framework for education, or there should be a choice for parents to make concerning the schools with various value grounds;
- to define whether there are some absolute values and decide which values should be considered as such;
- to define the task of teachers in teaching absolute and traditional values, as well as in helping students to explore and develop their own ones.

These and other tasks make up a huge bulk of educational policy in establishing value-rich educational atmosphere in secondary schools and universities. In the paragraphs that follow, we are going to briefly outline the main steps to be taken to gradually complete the mentioned above tasks.

To begin the study, it is necessary to clearly define the key notions.

Values are believed to be the «things that have an intrinsic worth in usefulness or importance to the possessor», or «principles, standards, or qualities considered worthwhile or desirable» [5], thus constituting and extremely significant aspect of self-concept of any individual and serving as guiding principles in his or her daily activities, and life in general. In school, for example, such values are established in its organization, discipline procedures, curriculum, the relationship between teachers and students, and their parents. We can see the reflection of school values in what teachers allow students to do, in what they encourage students to achieve, in the pattern of students' behavior that is most welcome by teachers. Such values are also reflected in the teachers' response to the students' achievement in learning and

building up relationships with peers and other members of their school society.

Some of the studies see values as «things» which are considered «good» in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences [1, p. 19]. Raths L., Harmin M. and Simon S. [11, p. 28] describe values as «beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm;...a value is something that has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly». Such a definition is, on the one hand, quite a detailed one though, on the other hand, a descriptive character of this definition makes it quite difficult to clearly outline the boundaries of values in a person's behaviour or activity in any sphere of life.

Fraenkel J. R. [4, p. 11] considers values as being «both emotional commitments and ideas about worth». In this definition, again, values appear to be quite temporary, like preferences taken into account under particular situation, since emotional commitment seems to be quite changeable depending on the circumstances that trigger certain emotional condition of a person.

A more recent study of values considers them to be «the principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision making or the evaluation of beliefs or actions and which are closely connected to personal integrity and personal identity [14, p. 12]. Such definition seems quite completing, though it combines rather broad notions which, in their turn, need further explanation and interpretation, and thus make the understanding of the primary term – that of «values» – quite complicated. Moreover, its authors accept the fact that their definition is open to criticism stating that it «fails to differentiate quite distinct things like virtues, convictions and commitments, and that it treats values as a kind of possession, something which people have [14, p. 12]. Though, we would claim that the latter idea may be considered as a positive one rather than a negative, as viewed by the authors, since values are established, being developed and gain the quality as something obtained, thus becoming a person's developmental achievement, and consequently a possession. Furthermore, once firmly established, such a position can rarely be taken out from its owner. Thanks to such quality, we believe, values become the true guides in further «turbulent» path of life of a person.

In another study of the recent years [6, p. 21 (xx)], values are believed to be «embodied in our understanding of what it means to be human..., permeate the pedagogy, are reflected in the ways in which moral responsibility and personal integrity are enhanced, end point to the inclusion, in a broader vision of educational aims, of social engagement and citizenship». The latter interpretation of values brings us very close to a conviction that education and schooling system should urgently consider the significance of value education and take appropriate measures to create the updated model or framework of integration of value education into the whole system of education. As a result, to make the system work, values and value education should be placed at the centre of school policy and classroom practice.

They're raises another question: what set of values should take this central position? It is not easy to answer the question, bearing in mind the fact that we are teaching young people in a monocultural globalised society. Though, some scientists have made an attempt to outline the minimum set of common values and standards of behavior. For example, Halstead J. M. [14, p. 6] suggests that this should include: 1) basic social morality (a respect for justice and a recognition that other groups have as much right as one's own to avoid physical pain and death among their members); 2) the acceptance of a common system of law and government by all groups within the broader society; 3) understanding the significance that is attached to these common values.

No matter what core values have been chosen to be integrated into the educational system, it is important to highlight the main issues of how to put the values education into practice.

The first step to be taken here is to re-evaluate the role of school and teachers in effecting

change in student achievement. Such role was diminished to some extent, which was quite often reflected in pedagogical research of the recent years [6, p. 18]. Discarding such pessimism, in our view, could encourage teachers and school to take more responsibility and action in establishing the values system of every student and thus build up a society of value-rich citizens, which, in its turn, could eliminate a number of problems arising from the lack of value possession.

The mentioned above statement can be supported with the findings expressed by the Carnegie Report [6, p. 20]. The report revolutionised the necessity for values education paradigm to be implemented in modern school, by stretching traditional conceptions of learning and achievement and defining them as a broad array of outcomes. But the most important point of the report in this respect was singling out such aspects as communicative skills, empathy, reflection and self-management, alongside with intellectual development as the foundational objectives of teaching and schooling. To develop such qualities in students requires a holistic approach to teaching as applied by educators and laid at the foundation of the whole system of education. This, in its turn, leads to demanding craft and techniques, modelling and positive relationships established by teachers.

Everything mentioned above proves the fact that values should not be considered as something «taken-for-granted», but there should be a well-thought strategy of «communicating the values», creating values education environment. Together with the implicit, or «taken-for-granted», teachers should be trained to be explicit about the learning they engage their students in.

We firmly believe that every school should create and then clearly articulate the value-rich culture of the institution. Some of the components of such culture might be the following: student wellbeing policy based on a values and rational model paradigm, but not punishment-based one; accountability which depicts expectations of every individual student and his or her understanding of the necessity of collective responsibility for reaching the goals and achieving outcomes that have been planned by a well-thought school strategy; professional development of the staff as a must on the way to improve the learning processes and practices of the school on a larger scale.

Though, the mentioned above culture sheds some light on the issue of values integration into school practices, there should be developed a model of implementation of such value-rich culture.

MacMullin C. and Scalfino L. [8, p. 47] suggest three groups of values that should be placed at the centre of school policy and then integrated into action in the classroom practice: 1) *foundation values* which help a person to gain some orientation in the sense of social responsibility, thus sketching the outline of ethically-coloured behaviour (safety, support, self-control, honesty, considerate and responsible attitude to people and educational activity); 2) *focus values*, those which enable a person to build relationships with the community and around himself or herself (collaboration, confidence, communication, achievement, fallibility, quality, enquiry, play, initiative, wonder etc); 3) *aspirational values* which are based on a person's global responsibility for himself or herself, the other people and physical world around (wisdom, holistic approach, membership, knowledge, democratic existence).

The mentioned above researchers suggest the vision of how these three value groups could be implemented in the school practice, grouping the values within groups into certain clusters and then extracting core values from the latter, at the same time indicating the steps to be taken by each member of school community in the form of the so-called «personal commitment» which should result in the action, which, in its turn, could be seen or measured. The graphic model of the vision is presented in Figure 1.

To make the vision come true it is necessary, to our mind, to create a certain model, a framework, within which the values will gain support from other school system components, which, in their turn, will the members of school community to follow and cherish the school values-rich institutional culture.

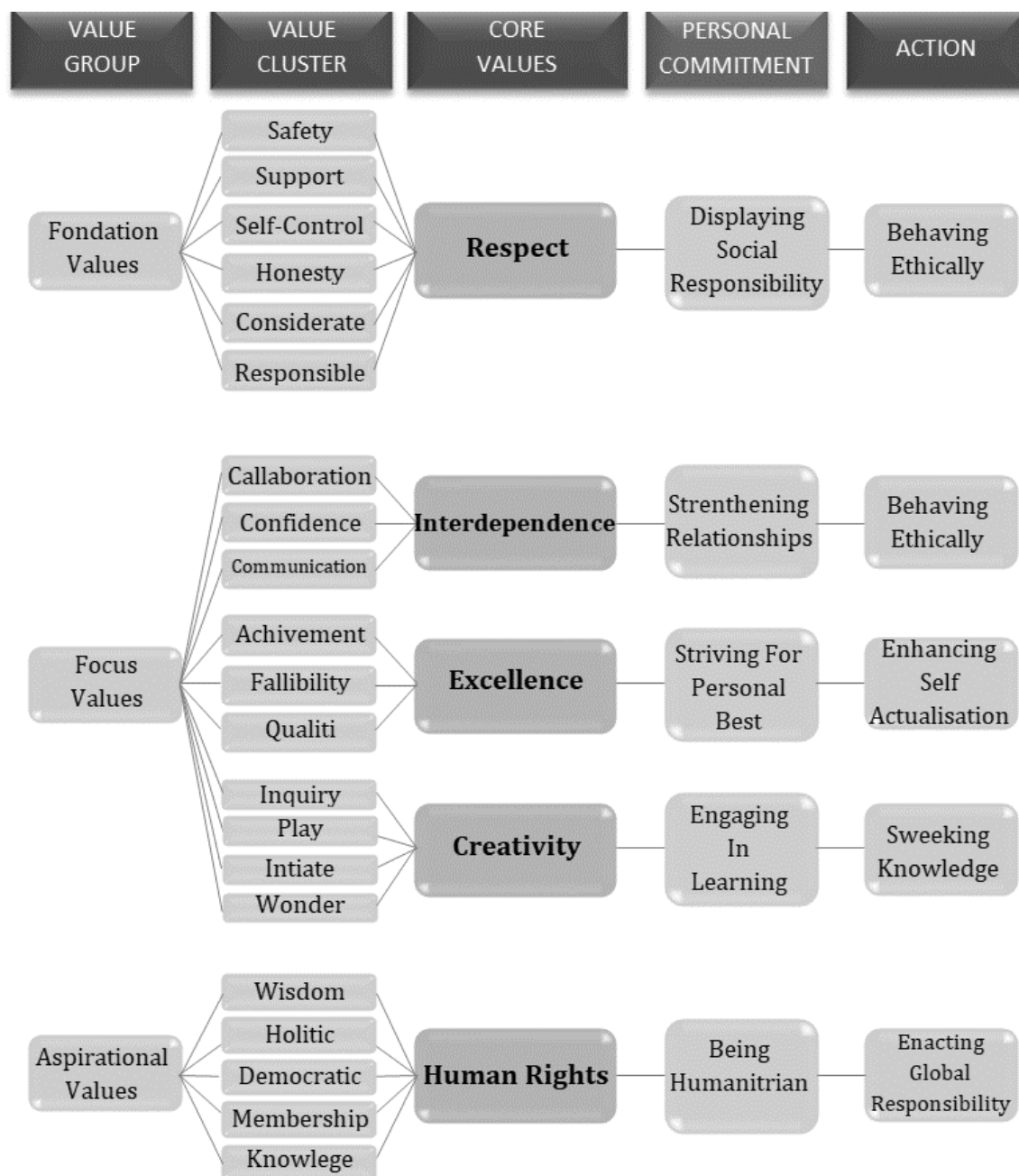


Figure 1. Education values

In Figure 2, there is a sample of our framework, which we believe is able to draw the attention of the school members (both students and teachers) to values and their importance in the overall success of the school and the educational process. The key components of this framework are the following: *application of effective pedagogies and technologies*, which will improve students' learning and *foster their well-being*, and then the students will feel *engaged in the life of the school community*. These components serve as the core issues of the framework concept, but the other cornerstones should be taken into account as well; moreover, these should be interconnected and direct the mentioned above issues onto the path of implementation: accountability, contextual influences, authentic leadership and school strategy vision (Fig. 2).

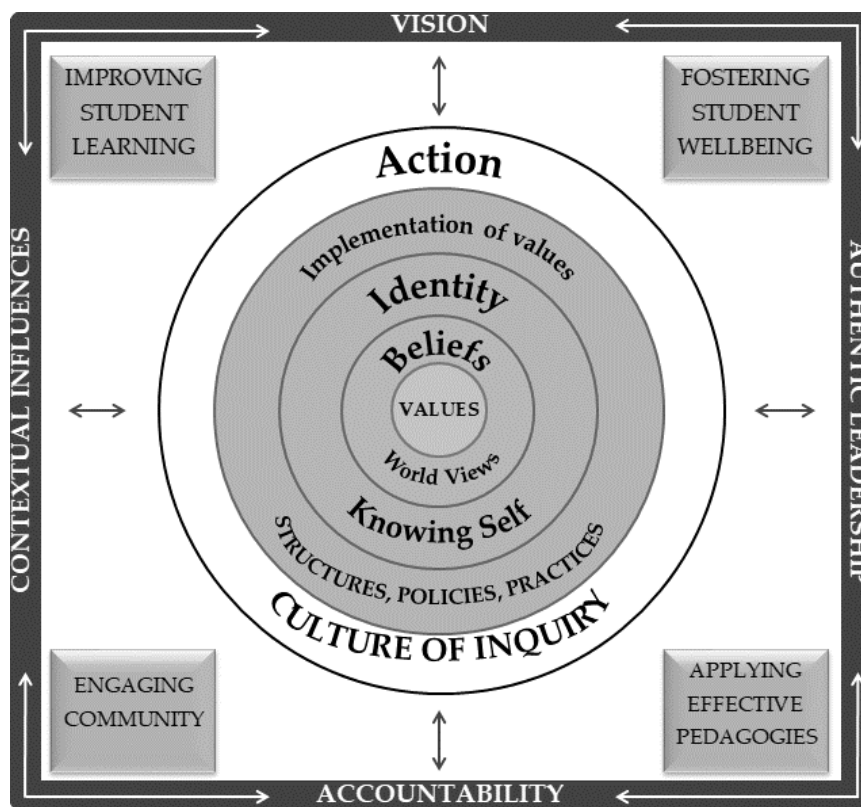


Figure 2. Values integration into school practice

Apart from the core issues and the framework cornerstones, every student at the value-rich school should realise the necessity of: 1) self-knowledge, thus taking a deep insight into the goals and intrinsic motivation triggers; 2) world views and beliefs, since the lies in the globalised world demands such knowledge and competences by default; 3) being inquisitive, since any knowledge and competencies don't fall from above, and can't be taken as something ready-for-use; on the contrary, these should be developed by means of the culture of inquiry; 4) action, since only by applying the action-based approach, theory is possible to come into practice, and prove its effectiveness.

In the first decade of the XXI century British educators related education values with the issue of global learning, and values education within England was described as an emerging and '... powerful opportunity to consolidate and build upon the best of what has been, whilst forging an independence (from government-sponsored agendas) that fosters resilience to the inevitable shifts of our liquid times. Values Education also creates a greater sense of ownership, negotiated at source, that builds confidence and competence in the broader aims of... education' [12].

However, in June 2014, an announcement from the Department for Education outlined a new perspective on what values should be promoted in British schools, namely it stated: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs' [10].

The introduction of 'fundamental British values' into the daily life of schools has triggered varied views on the innovation among educators as well as politicians. No matter what influence the mentioned above statement might cause, the modern British school has adopted a new strategy of treating the governmental declaration on what values should be promoted in British schools. And this strategy is the focus on values, not on the current political condition in the country, including the problem of extremism. Moreover, there exists some doubt and a true debate as to whether the suggested 'British values' are actually values. Values

in British scientific thought are usually believed to be «deep-seated motivations, existing within our sub-conscious self and manifesting in the more commonly perceived behaviours, attitudes and dispositions» [2]. Several of the ‘British values’ are viewed as falling behind the boundaries of academic discussion around values, «but are rather dispositions or attitudes that may be informed by a range of complex and interconnected values» [3].

Though, taking a deep analysis of the proposed ‘British education alues’, it’s possible to relate them to some universal values, including those that should be promoted in education (table 1).

Table 1

**British values vs common universal values**

‘British value’	Relevant universal human values
democracy	choosing own goals, independent, social order
rule of law	social justice, a world at peace, responsible, selfdiscipline, freedom, respect for tradition
individual liberty	freedom, self-respect, independent, equality
mutual respect and tolerance (of those with different faiths and beliefs)	sense of belonging, broadminded, moderate, equality, humble, respect for tradition

*Conclusions.* In summary, we have proven that modern school and educational system in general feel a great need in changes, but the changes of the form or the content of learning (which have taken place in a number of educational reforms in certain countries for the past 10 or so years) bring some positive effect, though which seems to be very temporary. More decent effects arise from reforms based on the change of «the mind and soul» of the educational process, which can be achieved by applying values-rich culture practices in school. Such application should be a well-thought of and planned process, the model of which has been suggested and described in the given paper.

Concerning the application of the described model in British educational circles, it’s necessary to conclude that the process is not see as an easy one, since the debate concerning British educational values is still on, but it is possible to see the mutual roots of focusing on values, which is believed to be a positive issue. What is more, the proposed set of ‘British values’ can be related to the core universal values which have the right to be promoted in British schools.

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#### ОБРАЗОВАТЕЛЬНЫЕ ЦЕННОСТИ СОВРЕМЕННОЙ БРИТАНСКОЙ ШКОЛЫ

*В статье предложено авторскую точку зрения о ценностном образовании и возможности ее внедрения в современном школьном сообществе. В работе исследуется сущность понятий «ценности» и «образовательные ценности», на основании которой предлагается авторское понимание образовательных ценностей. Проанализирована проблема отбора ценностей для их возможной интеграции в современную образовательную систему. Такой анализ дал возможность определить три группы ценностей, которые нужно положить в центр внимания школьного образования: 1) базовые ценности, 2) целевые ценности, 3) ожидаемые ценности. В статье предложена и обоснована модель и процедуры ее реализации для интеграции отобранных групп ценностей в образовательный процесс. Проанализированы современные новшества, предложенные Британским правительством в 2014 году, и приведены в соответствие с мировыми тенденциями ценностного образования.*

*Ключевые слова: ценностное образование, образовательные ценности, моральные ценности, современная Британская школа, обучение, модель интеграции ценностей.*

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#### ОСВІТНІ ЦІННОСТІ СУЧАСНОЇ ШКОЛИ У ВЕЛИКІЙ БРИТАНІЇ

*У статті презентовано авторську точку зору на ціннісну освіту та можливості її впровадження в сучасній шкільній спільноті. У роботі досліджується сутність понять «цінності» та «освітні цінності», на основі якого пропонується авторське розуміння освітніх цінностей. Проаналізовано проблему добору цінностей для можливої їх інтеграції в сучасну освітню систему. Такий аналіз дав змогу виокремити три групи цінностей, які слід покласти в центр уваги шкільного навчання: 1) базові цінності, які допомагають особистості набути відчуття соціальної відповідальності (безпека, підтримка, самоконтроль, чесність, свідоме і відповідальне ставлення до людей та освітньої діяльності); 2) цільові цінності, які дають змогу вибудовувати відносини з іншими учасниками освітнього процесу (співпраця, впевненість, спілкування, досягнення, право на помилку, якість, допитливість, гра, ініціатива тощо); 3) очікувальні цінності, що базуються на глобальній відповідальності особистості за себе та інших, а також фізичне оточення (мудрість, системний підхід, членство, знання, демократичне існування). У статті запропоновано й обґрунтовано модель та процедури її реалізації щодо інтеграції відібраних груп цінностей в освітній процес. Також проаналізовано сучасні нововведення щодо ціннісної освіти, запропоновані Британським урядом 2014 року, зведено задекларовані урядові інновації відповідно до світових тенденцій ціннісної освіти.*

*Ключові слова: ціннісна освіта, освітні цінності, моральні цінності, сучасна британська школа, навчання, модель інтеграції цінностей.*