

Perspective of Education – Value-Oriented Rethinking

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Abstract: *The purpose of this article is to present some arguments for the need for value-oriented approach to education, and to set highlights from international institutions' regulatory systems of those institutions that propound a value-oriented approach.*

Keywords: *Education, Values, Value Education, International Normative Documents*

Перспективи пред образованието – ценностно ориентирано преосмисляне

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Резюме: *Целта на настоящата статия е да представи някои аргументи за необходимостта за ценностно-ориентирано преосмисляне на образованието, както и акценти в нормативни документи на международни институции, в които се прокламира ценностно ориентиран подход.*

Ключови думи: *образование, ценности, ценностно образование, международни нормативни документи*

The challenges and changes in the modern world put new demands on education. The unprecedented development of science and technology in the 21st century requires new perspectives and approaches to adequately answer those educational demands. (Embedding Values..., 2021). Education in the modern information society has the mission not only to maintain the applicability of knowledge and develop skills and competencies respectively but also to seek appropriate dimensions of a higher order such as personal and social values, social and individual well-being, etc.

The purpose of this article is to present some arguments for the need for a value-oriented rethinking of education, as well as to set highlights from the regulations of international institutions, advancing a value-oriented approach.

Introduction

The motivation to rethink education is based not only on changes on an international scale, but also on preparing for a better common future not only for young people but also for humanity (Reimagining our..., 2021).

The transition of education to a virtual environment due to the pandemic more clearly formulates the need for more human value and meaning in its various aspects.

Human value is inextricably linked to the phenomenon of "value", which has occupied scientists from different eras and scientific fields. On the one hand, values function as objective norms and regulators of social behavior, and on the other hand, they are subjective concepts of something desired by the individual or group (Garvanova, 2013: p. 15).

Rokeach summarizes their multifaceted nature and multidisciplinary nature by arguing that this concept "can unite the seemingly different interests of all sciences".

(Schwartz, 2005). He defines them as lasting beliefs for preferred behaviors or ultimate goals (Garvanova, 2013: p. 15).

According to Shalom H. Schwartz, "values are desirable, transsituational goals, of varying importance, that serve as guiding principles in people's lives (Schwartz, 2005).

UNESCO defines values as "culturally defined principles and core beliefs shared by individuals and groups that guide and motivate attitudes, choices and behaviors and serve as guidelines for social life" [Glossary of Curriculum].

The Organization for Economic Co-operation and Development (OECD) defines values as "guiding principles that underpin what people consider important in decision-making in all areas of private and public life" (Conceptual learning..., 2019).

Values are related to morality, which regulates our behavior and significantly "influences the vital activity of man, ensuring his spiritual development" (Todorova, 2020: p. 66). In the pedagogical literature their essence is clarified by the theory of education.

Globally, values are spiritual education in personal and social terms. The need to rethink education through them is in the context of significant changes in the modern world.

Its redefinition is always aimed at finding a perspective for development and new horizons.

Discussion

The formulation of the need for change in education is increasingly expressed in a number of international documents of UNESCO, the Organization for Economic Co-operation and Development (OECD), as well as in research. One of the possible directions for rethinking education is in the direction of the so-called values education (Lovat, 2010: p. 4) or value-based education.

In the scientific literature, value education has different names, as well as different, albeit similar, content, depending on the specific emphasis. Its popular names include moral education, character education, and ethics education (Lovat, 2010: p. 4), using "value-based education" (VbE).

Values-based education is a value-based approach to teaching. It creates a strong learning environment that enhances academic achievement and develops students' social and relationship skills that last a lifetime (Ledbury Primary School, n. d.).

1. Grounds for changing the model in education

Scientific studies show that effective learning and quality teaching go beyond the acquisition of knowledge and skills.

Terence Lovat and N. Clement point out that the focus on the need to change the educational model dates back to the second half of the 20th century. During this period, a number of studies in the field of neuroscience have proven the effectiveness of value-oriented education (Lovat, 2010: p. 4).

According to the authors, the turning point was the 1996 Carnegie Corporation Working Group Report, which introduced a "concept of quality learning and teaching that extends beyond conventional cognitive development goals to include children's physical, social, effective and language development." (Lovat, 2010: p. 4).

For Deakin Crick, the paradigm shift in education aims to meet the demands of the "network society" by "integrating" traditional academic "skills and outcomes with learning attitudes, values and attitudes" (Deakin, 2007: p. 137).

Based on a study of 2,000 learners (2004), Deakin Crick found that in today's world, a "learning force" is needed that includes seven basic dimensions of the ability to learn. He defines it as "a form of consciousness characterized by certain dispositions, values and attitudes, with lateral and temporal connections" (Deakin, 2007: p. 138).

In support of rethinking the model of learning and basing it on values are the discoveries of neuroscience, which focus on "learning to learn" (Uta et al., 2011: p. 13). Several neuroscientific studies have found that "cognitive control and flexibility, motivation as well as social and emotional experience" are important for learning (Uta et al., 2011: p. 13).

Philippe Tobler et al. explore the link between learning in the context of supportive learning and rewards that use a broad definition of reward, which includes not only "basic rewards" (rewards that meet physiological needs) but also "secondary rewards (value-based rewards such as public approval) (Uta et al., 2011: p. 19).

The authors found that "the midbrain neurons responsible for dopamine secretion adapt quickly to information and predict reward stimuli" (Tobler et al., 2005).

According to Superka, Ahrens, & Hedstrom (1976) "there are five main approaches to values education: education, moral development, analysis, clarification of values and learning through action".

W. Huitt notes that “the approach to clarifying values stems from humanistic psychology and the humanistic education movement when trying to apply the ideas and theories of Gordon Allport (1955), Abraham Maslow (1970), Carl Rogers (1969) and others. The central focus is on helping students use both rational thinking and emotional awareness to explore personal patterns of behavior and to clarify and update their values (Tobler et al., 2005).

The Guide to the Implementation of Values and Character Education (1997) and the list of values adopted by the State Education Council of Georgia specify the results of 'value education'. The definition of "value education" indicates its projected outcome - the process of providing opportunities for the continuous development of all students' knowledge, skills and attitudes related to certain values, which leads to behavior that manifests these values (VALUES and CHARACTER..., 1997).

2. International normative documents with a focus on "value" rethinking of education

In Investing in Competencies for All: Communiqué (Investing in ..., 2001), the Education Ministers of the Organization for Economic Co-operation and Development (OECD) expanded the definition of 21st century competences "to be understood as knowledge, skills, attitudes and values" (Investing in ..., 2001) and identified them as important for 'sustainable development and social cohesion' (Investing in ..., 2001).

It is no coincidence that the key documents of the two international organizations - UNESCO ("Reimagining our futures together: a new social contract for education") and the OECD ("Future of Education and Skills 2030") - have a long horizon - respectively by 2050 and 2030.

They have a clear message that the future of humanity is built through education and what the world will be like tomorrow depends on the direction we set for the "educational compass" (Conceptual learning..., 2019), (Haste, 2018).

The report "REIMAGINING OUR FUTURES TOGETHER: a new social contract for education" states the reasons for the need to rethink the common future by "redefining the goals of education".

The reason is that "education should aim to unite us around a collective effort and provide the knowledge, science and innovation needed to shape a sustainable future for all" (Reimagining our..., 2021: p. 12), (Rethinking Our..., 2021).

However, unification must be legalized through a new social contract for education, based on a global consensus for change that will provide positive prospects.

The basic pillars of the new social contract for education are "two fundamental principles: (1) the right to education and (2) commitment to education as a public undertaking and a common good" (Reimagining our..., 2021: p. 13).

The new social contract "must be framed by the right to lifelong learning" (Reimagining our..., 2021: p. 11). Account must be taken of the fact that education has a

mission not just to 'transmit' knowledge but to 'educate communities'. It must be borne in mind that education "strengthens our common belonging to the same humanity and the same planet, while taking into account differences and diversity" (Reimagining our..., 2021: p. 12).

The author of the report is the INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION of UNESCO and its chairman Mrs. Sahle-Work Zewde formulates the mission of education in the 21st century education - "to develop intellectual, social and ethical habits in students to work together to transform the world" (Reimagining our..., 2021).

The messages of the key UNESCO report go beyond the understanding of education in the information society, which is defined as the "knowledge society" (EUROPE 2030 PROJECT, 2010: p.23).

In the age of digital technologies and artificial intelligence, education is understood not just as knowledge, but as a value of the highest order - "as a common good - a form of shared well-being that is chosen and achieved together" (Reimagining our..., 2021: p. 12).

In the history of civilization, education has been called upon to pass on the knowledge and achievements of human civilization to adolescents. Today, its goal is larger - "to unite us in the collective effort to provide the knowledge, science and innovation needed to create a sustainable future for all" (Reimagining our..., 2021: p. 11).

Education does not simply enable people to "use and develop knowledge as the heritage of humanity". It is defined as "a collective act of co-creation that affirms the dignity and capacity of individuals and communities, builds common goals, develops collective action capabilities" for a sustainable future for humanity (Reimagining our..., 2021: p. 11).

The redefinition of the goals of education is the result of the misconceptions suggested by education systems that short-term benefits and comfort are more important than long-term sustainability. They emphasize the values of individual success, national competition, and economic development, to the detriment of solidarity, understanding of our interdependencies and care for each other and for the planet (Reimagining our..., 2021: p. 11).

The UNESCO report notes that in the global world of education, education cannot focus only on knowledge, competencies, in order to reproduce commercialism in everyday life.

The Organization for Economic Co-operation and Development (OECD) recognizes the beginning of the development of attitudes and values through education.

The Conceptual Learning Framework: Learning Compass 2030, Future of Education and Skills 2030 calls for the development of shared civic values in school (respect, justice, personal and social responsibility, integrity and self-awareness) building more inclusive, fair and sustainable Economics and Society (Conceptual learning..., 2019).

This calls for a new approach and a "holistic understanding of competence" built in school, "because attitudes and values are inseparable from cognitive processing" (Conceptual learning..., 2019).

The identification of the competencies of the 21st century is inseparable from the ethical assessment, from the fact that the modern younger generation must make quick and flexible choices, to judge what is good and bad, right and wrong, in an extremely dynamic and information-rich environment.

The fundamental emphasis in the proposed concept is that "competence is not just the acquisition of knowledge and skills but includes the ability to meet complex requirements by using and mobilizing psychosocial resources (including values and attitudes) in a specific context" (Conceptual learning..., 2019).

Thus formulated, 21st century competencies include all aspects of "knowing the skills, attitudes and values that all people need today, for the future and to become successful lifelong learners" (Conceptual learning..., 2019).

According to the OECD, they are related not only to "individual development and well-being, but also to social and cultural progress" (Conceptual learning..., 2019).

In the regulatory framework of the European Union, the value rethinking of education is declared in the Council Recommendation of 22 May 2018 on the observance of common values, common education, and the European dimension of teaching.

The Recommendation encourages "the sharing of common values at all levels and types of education and lifelong learning" (Council Recommendation..., 2018).

In conclusion, the highlights of international normative documents focus on the need to rethink the goals of education in the 21st century. In the modern super-information society for the education of the young generation it is necessary to be value-oriented. Values have always been a guide for man in all times and epochs, especially in conditions of instability. Today's challenges of different nature place new demands not only on the education of the contemporary, but also on his moral image and his value system. The field of value-oriented education offers new research questions aimed at a shared and sustainable future for humanity.

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