VALUES ACTUALIZATION IN THE EDUCATIONAL PROCESS

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Abstract:

The person's value is the choice he or she makes between a number of competing alternatives, thus defining what is important in his or her life. Values are the way a person communicates to other people, putting oneself along with them or against them. Values can be understood only in the context of other people and other values. They explain human behaviour and choices much better than leisure, socio-demographic characteristics or consumption of themes. Values are the criteria for decision-making in situations where there are limitations - and they exist in almost every moment of our lives - they can be time, money, abilities, and various other constraints. Each person's future as well as national achievements of Latvia and preservation of national culture is dependent on the population education level, education quality and those capacities that help people find their place in life and professional fulfilment. All parents share one single desire for their children to find their place in life and become happy. In the majority of Latvian society the prevailing opinion is that due to obtained good quality education a person can significantly influence his own life, change the existing social status and develop prosperity. Throughout times education has been a fundamental value in Latvia. Just because of that in the process of the younger generation development it is very essential to pay attention to the promotion of the values' formation. It is therefore very important for students to discover the importance of different values in the educational process.

Key Words: Education, value, value actualization, students, school

Introduction:

Pedagogy more than other sciences affects the formation of national culture as a part of national education. On a global scale, development of educational policy experiences a unique situation in Latvia. During the transition period pedagogical experience has been accumulated, which has a lasting value not only in the development of national pedagogy, but also for enrichment of the pedagogical ideas in the world.

Analysis of social and economic situation in Latvia reveals a number of essential problems. Development of Latvia as a territorially small country is endangered by sectoral and regional disparities. Conflict between urban and rural areas is building up due to social conditions. Comparative international education researches carried out in Latvia confirm also the different education quality in the city and in the countryside. Attachment of people to one particular location is decreasing. People change their residence and workplace with increasing frequency, school students are forced to change their educational sites, and they are subject to changes in the educational process, which is not always a positive effect on their learning achievements.

In the context of the above-mentioned problems, education quality is significantly affected by the transition period diversity, uncertainty, disorder, and continuous education reformation process. Teachers and educational institutions as a whole suffer from social consequences created by other spheres (disorganised processes in politics, market economy and other). Rapid formation of class society and polarisation is a faster process than state support to development and maintenance of the intellectual potential, thus a gap is formed between the potential and financial capacity of a big part of people for its development – a destructive process of the national perspective, which has already been reflected in education.

Simultaneously, the teachers and the school are among those institutions that are mostly criticized by society and blamed for failure to perform their functions, school incompliance, etc., showing a two-fold process as reality – teachers' functions are not defined for the present day conditions, teachers' own voices are too weak for defence of their own rights and decision-making on education.

Transformation of a closed society into an open society is a systemic transformation where one of the dominant priorities is education. Also in education a paradigm shift has taken place, which envisages changes in the paradigm of the human perception and thinking. Paradigm changes in society are determined by the evolution of scientific ideas, their revolutionary changes over time. We are moving towards humanistic paradigm in education, whose key words are humanity and democracy. Humanitarian education paradigm states that understanding of the essence of education (educational philosophy) should change as well as the education content, methodology, methods, means and techniques, conditions and results. Unfortunately, a person can join the view that the mentioned educational components are seldom completely replaced although the change is declared.

World's economic and social development becomes more and more dependent on human knowledge, skills and attitude; therefore importance of education in development of society's welfare increases continuously. That is what underlines the need to reinforce the values in the educational process.

The aim of the research: To explore students' values and its development in the educational process.

Results of the Research

An educated and creative person is one of the top priorities for achievement of the strategic objective of the National Development Plan for 2007-2013 (11). There is a well grounded viewpoint that success in education can be apprehended only in the long-term, even in ten or more years. Therefore today's work of teachers is very important.

In Latvian society, due to the specificity of cultural environment and traditions, education is a value and is considered to be a priority field of social life and human activity. This idea is confirmed by the Education Development Conception of Latvia (7), emphasising that the education is a personal, public and common human core value. Therefore, the parents' concern and dissatisfaction with their children's education process and its quality are understandable.

The main function of modern education is to uncover every child's personality, create conditions for personality development, and ensure criticism in the education process, independence and creativity in thinking and activities (Šmite, A., 2004; 16). With good reason, education is considered to be the field of mankind activities that has the most direct impact on the quality of life and welfare of humans. The main task of the education system in democratic and humanitarian society is comprehensive development of every individual's skills and potential; their preparation for life-long education, creative working life and responsible participation in society processes (Valbis, J., 2005; 20).

Culture and education, as addition to each other, create favourable conditions for comprehensive development of individuals and society and for competitiveness in the lifetime. Culture enriches the education process and content with values and new possibilities of learning; in turn, education is the most important means of promoting continuum and excellence of the national culture process (National Cultural policy 2006 – 2015; 22).

Educator from the first period of Latvia independence A.Dauge emphasized that the school can only be a strong general foundation on which all the brightly individual, special, and exceptional can be built in the future work of conscious self-education (Dauge, A., 1928; 6). Therefore the school does not educate personalities but puts strong foundations, prepares the land for personalities to grow. Today, with full responsibility, it can be argued that education, science and culture become community development forces that directly influence production (Špona, A., 2010; 17). A good school is each nation's pride because the road to a knowledge society goes through school. A modern school is a publicly or privately organised institution with a diverse structure for complex and systematic development of balanced personalities of students and for implementation of socialization functions of

interaction between students - teachers - parents - community. Attitude towards the perfection of the mind, self-improvement, practice in daily learning from the first grade through higher education diploma receipt, people develop mental habits of work, not to pass the exam or get a degree, but to make them relevant and valuable to other people. Under these circumstances, human responsibility, compassion, help, support, tolerance for each other increases. It means that each one of us becomes socially more important not only to our region and country but also to Europe and the whole world. Each person's attitude towards life becomes a social value.

Education is the area of acquisition of purposefully organised society historical experience, cultural values, their inheritance, systematised knowledge and skills formation, personality traits, belief, attitudes and value creation and formation, a set and result of appropriate practical actions. Education is a purposeful personality development process and result. It is a life-time on-going learning and training, resulting in formation and perfection of the person's mental and mentally physical quality.

Quality in education is analysed from different perspectives and opinions. "Quality Handbook: Procedures and Practice" (10) published by European Foundation names the following quality categories:

- quality as excellence (absolute quality);
- quality as "zero error" (relative quality);
- quality as "meeting goals";
- quality as changes;
- quality as the threshold;
- quality as improvement.

While their educational counterparts, when analysing education quality, emphasise the investment (resource) quality, process quality, curricula and quality of the results. Issues of the educational process, quality of the results and of personality values become particularly relevant in a changing society.

The values are specific social characteristics of the objects in the surrounding world, which show the positive or negative meaning of these objects. They describe things, facts, phenomena that possess a set of positive attributes and that people perceive in their minds as crucially important for themselves or others, desirable in particular historical conditions, in certain culture and concrete society as well as things contributing to the formation of their personality. The values can be clearly identified but one can also tend towards them unconsciously. They form a unit with the goals, ideals and characterise the attitude towards culture, work, the country, people and himself. Values can be systematised, creating a hierarchy starting from socially less relevant to most significant: man-made material, mental (aesthetical, ethical, artistic and other), and ending with a human being, personality as a supreme value. Over time people's general value orientations change: some values are given priority, the importance of other values decreases. There are teacher education study program 1st year students' various opinion what factors influence the value formation (See Image 1):

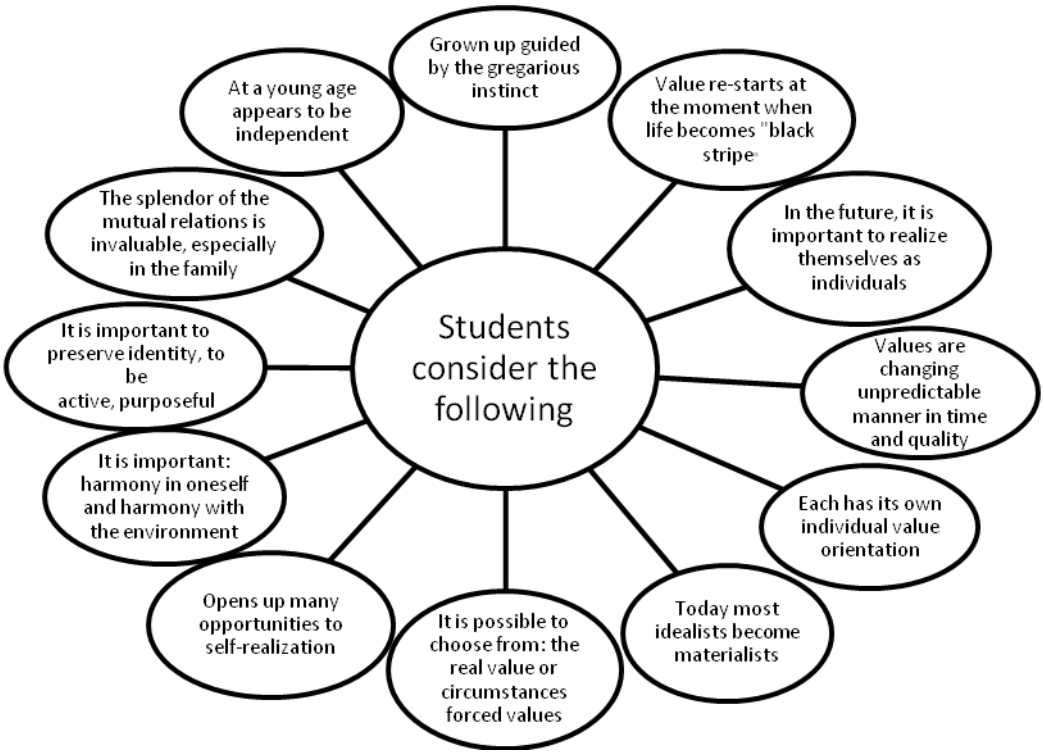

Image 1. Factors influencing the values formation

The choice of values is not an ordinary case, but the result of a careful consideration, for there is always a choice between alternatives. The value quantity is not the most important thing, but their essence. Therefore, it is necessary to assess the value properties. According to J.A.Student (15), the nature of value is characterised by the following features:

- *unequivocalness*, which indicates that the value in its individual aloofness is alone;
- *eternity*, that expresses the independence of the value from a human being, because spiritual values are not created by a human, he only recognises and acquires them, they are eternal; while, material values are created by a human and it is the person himself who assigns them the value;
- *permanency* or the absolute nature confirms people's views on value changes, but deny variability of the value as such;
- *need for fulfilment* confirms that the value as the embodiment of perfection appeals to people to fill it, more and more developing themselves towards those values.

Values can be objective or subjective, impersonal or personal, variable or constant, arranged. The assertion that the value is absolute is its important feature. This means that the value is not temporary; it is eternal, at all times and the same for all people. Public perception of the value can change, but the value as such remains absolute forever. The value requires fulfilment; it would be meaningless if it could not be fulfilled. Value is like an invitation and a command to be fulfilled. Value is like a force that draws people to it. In the value formation process it is necessary to find those positive values which could strengthen and to out-compete unacceptable tendencies.

The school years of a child, teenager and adolescent is a stormy time of development and also value formation. It is very essential to define the pedagogical values (Špona A., 2001; 18). They are things, facts, phenomena which human beings experience as very essential for them and which will promote their personality's formation. Pedagogical values are things, facts and phenomena that individuals experience as personally important and that will facilitate improvement of their personality. In the circumstances of education reforms the following become the main pedagogical values:

- personality development;
- socialization,
- learning throughout the life,

- readiness for activities of life,
- creative activities**.**

Lack of motivation can be solved by changing learning approach when learning in the secondary school acquires qualitatively new properties – self-determination tendency. Self-determined learning is an independent learning process where students take free part by leading and organising it, as well as analysing, exploring and evaluating. To be more precise, by the use of offered learning opportunities students develop their learning skills, act in their interests to improve their quality of life. Self-determined learning is based on student's independent setting of objectives which at the same time are objectives of life activities. These are close objectives in line with today's perspectives, as well as distant objectives related to future. Abilities of self-determination: flexibility, independence, endurance, wide general knowledge, ability to concentrate. As a result self-motivation ability develops – self-suggested learning usually is the most lasting and permanent in results.

Teachers can strengthen student's natural motivation, influence learning motivation if they are personalities with qualities and modern techniques and whose lessons are interesting and with motivational content. Teachers in their work respect the student's individual peculiarities:

- accept and evaluate students as they are at the specific moment;
- believe in their ability to learn and develop;
- notice and appraise students' efforts in acquiring new skills;
- admit differences in terms of learning speed, patience, accuracy or interest;
- create positive relationships with fellow students;
- create a learning environment that helps building mutual trust.

Motivation activates, directs and maintains our behaviour. Motivation is encouragement and initiative, which brings closer to the objective. Strongly motivated persons can overcome many difficulties to achieve the planned. Strongly motivated teachers can find different ways to make students learn effectively in the class.

Because it is the young people's values that define and affect changes also in people's education. Therefore, despite the variety of implemented reforms in the area of education in Latvia, without realising transformation of young people's scale of values and its hidden potential growth resources, teaching practice in education is controversial and poses more questions than provides real answers and solutions to improve educational standards. Promotion of the values formation is an important aspect of the upbringing process. It provides an opportunity to consider the importance of the values in the future. The researchers of individual values emphasize that the system of values formation is revealed by following the younger generation's development tendencies and events in in society. Getting acquainted with the students' values, it can be concluded that, regardless of the age of the pupils, as the core values of being named (See Image 2):

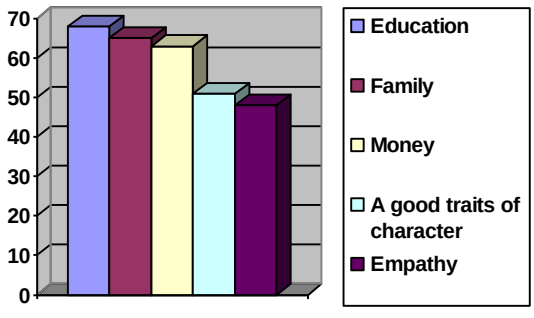

Image 2. 1st to 9th grade students' core values

As shown by the students' answers, they assess education the highest (68% respondents). One part of the respondents see the significance in the family (65%), money (63%), a good traits of character (51%). The teenagers assess the book and reading as the lowest (16%), saying that computer

gives many information and it is more interesting. Adults should not impose their personal values or "correct" students' values. Teacher's role is to help students assess and develop their own values.

Teaching and upbringing is the foundation for education. Teaching is aimed at human mind but upbringing – at development of personal characteristics. Harmonious structure of values usually includes several types of value. The most important thing is - which values will dominate and which will be the ones to influence individual's activities and personality development. Actual humanism, freedom and democracy brings human development and its high quality forward as the main treasure of the society where their individual needs and skills are taken into account in conformity with their place in the system of public relations. Enduring value of many of the historical and social changes (the revolution) is a tendency to make harmonious merger of individual and public interests (9).

L. Bozovica (3) states that it is important to ensure that values would form the learner's individual, personal world already in childhood, but A. Brielmeier (4; 5) draws attention to specific pedagogical impact of a spiritual authority on the child that stimulates and reinforces his mental life. E. Fromm (24) believes that a person needs a coordinate system, his natural and social world map without which he can get lost and lose the ability to act purposefully and successively. It enables to find orientation, support points, to purposefully classify all experienced impressions. Also A. Adler (1) is convinced that the child needs a peer, who is interested in him and feels him even when does not understand him. For the child such person is the teacher who fosters positive sense of self, strengthens the confidence in himself and his actions. R. Bern (23) confirms that for the teacher positive students' and own self-perception is one of the key factors that contributes to formation of positive "Ego" concept in students.

Every young person himself or herself chooses their own values to the greatest extent and sorts them according to their scale of interests. They values express their attitude towards nature, work, society, and themselves.

M. Rokeach (14) approach deserves closer attention which emphasizes personality values relationships within the complex structure of social tendency. He divides values in terminal values - these are the main objectives of human life, their life perspective, something that is much appreciated at the current moment and pursued to the future and instrumental values – value measures. Teachers' values deeply affect the forming of the students' values. Therefore, it is essential to know what values are important for teachers. For exploration the teachers' values has been used M. Rokeach method.

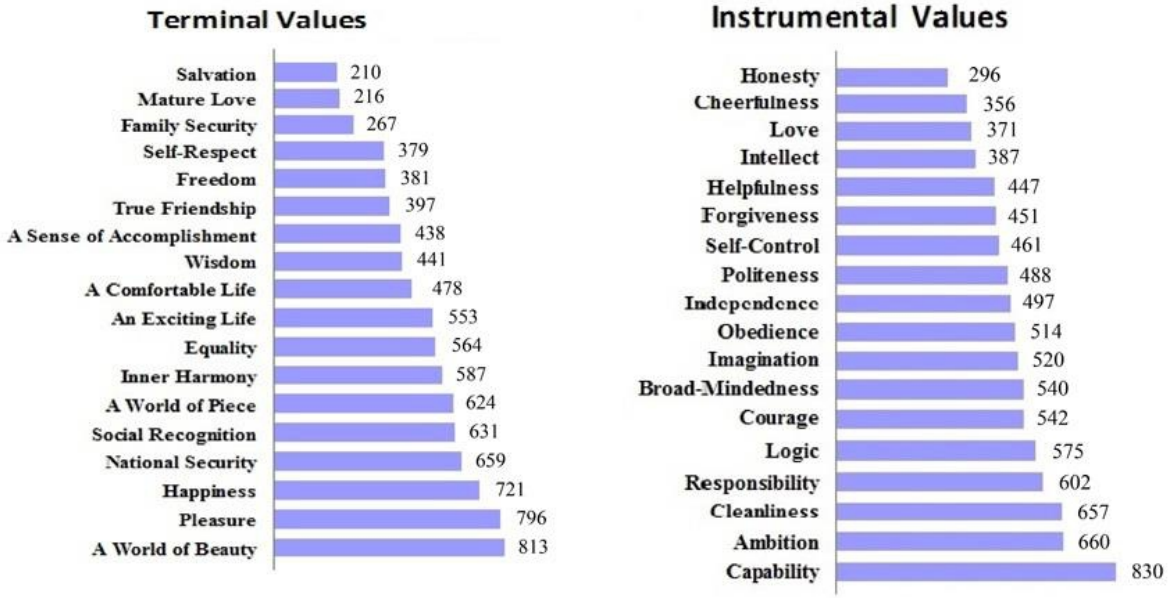

Image 3. Teachers values by M.Rokeach method

The obtained information allows to state the respondents' dominating values. Due to the terminal values' research the following values take the first places among the teachers: as the most important T-values are named salvation, mature love, family security, self-respect, freedom, true

friendship. The instrumental values determine the lifestyle in order to achieve the terminal values. Due to the instrumental values' research the teachers put in the first places honesty, honesty, cheerfulness, love, intellect, helpfulness and forgiveness. After assessing the correlation between the terminal and instrumental values, it is possible to make a teacher image: an honest, cheerfulness, helpfulness and forgiveness person with good education, a happy and full of love family life, is confident about himself or herself and feels free. Just a personality like that is able to act and shape own and pupils life efficiently.

According to the pedagogue A. Dauge (6), each item in the hands of a genuine, good teacher is a golden key, with which to unlock each child's heart and the door through which we would like him, having passed through, to keep a straight path to the end of his life. This key is triggered by students' values - the values inherited from their families, values discovered in the process of personal growth, values updated in the educational process.

To improve themselves a person form the basis of their life worthiness consciousness. It is characterized not only a goal to which he/she aspires, but also the resources chosen to achieve it. This dynamic is driven to action, the life-circumstances search. Human life reveals his biological and social nature, which determines adequate value. A teacher by providing its own self-realization, creates values to realize their professional satisfaction. Therefore it is very important what values teachers consider as significant in the self-realization and professional self-realization process.

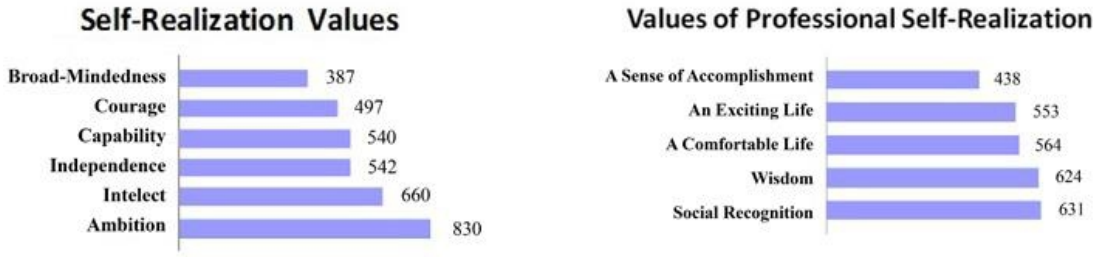

Image 4. Teachers self-realization values

As the most important values in the process of self-realization teachers named broad-mindedness, courage, capability, independence, intellect and ambition. It opens wide opportunities to realize their teaching activities. In the teachers' professional self-realization, are important the following values: a sense of accomplishment, an existing and comfortable life, wisdom and social recognition. Our society directed towards democracy and legal relations will subject its social activities and operations, internal and external policies, material and spiritual resources to the care of the specific person by creating and improving the conditions for genuine development, freeing each individual's unique creative potential.

Values orientation is orientation of views, positions and the related actions towards certain values, qualities, which understanding is based on the accumulated knowledge, attitude to life, the world, and public events. It is related to the ability to insulate the relevant from non-relevant, essential from non-essential in human life, it highlights the most important human values. Values orientation is based on the freedom to choose how to live, how to behave with the surrounding natural environment, people, and take action (13). They are rated as the most important component of the personality structure that integrates the whole life experience, which has accumulated in their individual personality development.

I.Tunne (19) stresses that the values orientation is one of the components of an individual's progress, which is determined by the individual's psychological features, his personality development process and the historical circumstances. In the process of the formation of the values there are importance of generalization and evaluation skills, as well as receive guidance and answers to questions from adults.

National Youth Policy Concept (12) on the problems of youth in building the value system disclose that youth value system as a whole represents their current inconsistency, contradiction and individualism of views. In some groups of young people the value orientation has not been based on

clear value perceptions, and later clear and strong value system has not been strengthened. Only one part of young people is confident that a job is a necessity of life and a value. These young people therefore appreciate the necessity of good education. At the same time, the importance of universally human, national and cultural values (books, museums, theatre, concerts) has decreased in perceptions of young people. Some of young people make little account of sports and community service.

Recommendations

It is important to reinforce the adult skills in the way of the child's interest, help to focus his energies toward the values, revealing the importance of an individual approach to each person's values. Developing the students' value formation model there are put forward four conditions, which are important for the formation of the values:

1) a child's natural development rights;
2) a favourable psychological climate class formation;
3) a humanitarian contacts;
4) a student's proper social status.

The relations between the teacher and the student are active, the set aim is being accomplished: to enhance the value formation. By evaluating the situation and by choosing the right method of acting, the teacher can provide the pupil the subjective significance of the action. Unlocking the values in the educational process may impose the following principles:

- determination the upbringing activities and a gradualness development;
- individually valuable property development with an emphasis on the child, not just what he is, but also what he should be;
- pupils' personal ideal research and their feasibility with the specific content and creative imagination;
- educational achievement dependence from psychological, didactic, methodological aspects.

One of the most important research directions of the formation of the values is forecasting which reveals the development prospects, based on scientific research results. Projections type allows for this type of analysis:

- forecasting exercises certain expectations-search, regulatory;
- management of certain forms of predictions - the target, planned the program;
- organizational or graduation time set - spontaneous, short-term, long-term and future.

The formation of the value guidance awareness helps to see the extrapolation and interpolation. All this is fundamentally predictive model. To scientifically proven the formation and development of the values for the various age and gender people is very important to clearly define all internal and external influencing factors, which more or less affect the value of the formation process. The results of the forecasting process depend on all the factors affecting the accuracy. The forecasting goal: on the level of idea to detect the formation of the values and their hierarchy. There are three levels of forecasting objectives:

- the first level shows local targets of the development a particular value, they are used in certain teaching situations and are easily predictable;
- the second level reveals distant targets, they are usually associated with the pedagogical tasks to promote learning of the value in the one year;
- the third level refers to the allow the increased ambitions, they are based on the individual's value system stability.

Conclusion:

Evaluating the students' values and its formation in the educational process, it can be concluded that students' values influence the education process and developments in the society.

It is important to promote a deeper understanding the values motivation and accountability through positive personal and social choices.

There is a need to inspire everyone to choose their own personal, social, moral and spiritual values and to discover practical methods for developing and deepening.

Child's personality development leaves a lasting impression on how the individual perceives himself, his/her behaviour, needs, values, beliefs, typical perception of the world around him/her. This leads to the necessity seriously address the introducing children to the values in the childhood, the effect of his/her personal development and early experience allows them to understand the values of society, to become an equal partner for adults.

It is necessary to encourage educators and carers thought about education as the provision of living philosophy, to promote their comprehensive development and choice, so that they can integrate into society, based on respect, trust and will.

In the upbringing is important the pedagogical the system, but no single technique, it is necessary to promote children's well thought of the value.

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