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## IMPARTING VALUES THROUGH TEACHING FOREIGN LANGUAGES

**Abstract.** It is known that the education system of Kazakhstan, which is a relatively young country, needs improvements and amendments. In Kazakhstan, Value-based education is a comparatively new teaching trend and is only practiced in several schools. This paper on one side explains the necessity for value-based education, and on the other hand, it focuses on the usage of a foreign language as an effective tool to embed values in students. The process of introduction (integration) of values in Language Teaching is quite complicated. This paper mentions possible ways of effective planning foreign language lessons based on values. The influence of value-based teaching approach on secondary schools' students is discussed.

**Keywords:** values, teaching, education, foreign language, Value-based education.

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**Аңдатпа.** Салыстырмалы түрде жас мемлекет болып табылатын Қазақстанның білім беру жүйесі жетілдірулер мен толықтыруларға мұқтаж екендігі белгілі. Қазақстанда құндылықтарға негізделген білім беру салыстырмалы түрде жаңа бағыт болып табылады және бірнеше мектептерде ғана қолданылады. Бұл жұмыс, бір жағынан құндылықтарға негізделген білімнің қажеттілігін түсіндірсе, екінші жағынан, оқушыларға құндылықтарды енгізудің тиімді құралы ретінде шет тілін қолдануға бағытталған. Тілдерді оқытуда құндылықтарды енгізу (кіріктіру) процесі өте күрделі. Бұл мақалада құндылықтарға негізделген шет тілі сабақтарын тиімді жоспарлаудың мүмкін жолдары туралы айтылады. Орта мектеп оқушыларына оқытудың құндылықтық тәсілінің әсері талқыланады.

**Түйін сөздер:** құндылықтар, оқыту, білім беру, шет тілі, Құндылыққа негізделген білім.

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**Аннотация.** Известно, что система образования Казахстана, который является относительно молодой страной, нуждается в улучшениях и дополнениях. В Казахстане образование, основанное на ценностях, является сравнительно новым направлением обучения и практикуется только в нескольких школах. Этот документ, с одной стороны, объясняет необходимость образования, основанного на ценностях, а с другой стороны, он фокусируется на использовании иностранного языка в

качестве эффективного инструмента для внедрения ценностей в учащихся. Процесс внедрения (интеграции) ценностей в обучении языку довольно сложен. В этой статье упоминаются возможные способы эффективного планирования уроков иностранного языка на основе ценностей. Обсуждается влияние ценностного подхода к обучению на учащихся средних школ.

**Ключевые слова:** ценности, обучение, образование, иностранный язык, образование, основанное на ценностях.

### *Introduction*

What are the values? Hawkes (2019) describes values as principles guiding people's thinking and behavior. Values can be linked with numerous words with various meanings, which create different types of values. They can be social, intellectual, aesthetic, spiritual, and moral [3].

Learning is a challenging process, and the problem of learning languages is fundamental nowadays. Foreign languages are considered to be a great communication tool for people all over the globe. Teaching languages and also making a process of learning interesting is a big responsibility. Moreover, if one implements values and morals while teaching the language, it would be a two-way process that would include acquiring a foreign language and value-based education. Rena (2005, p.2) states that value-based education is considered to be the heart of education. Moreover, it is the education of the heart. It is an essential component of holistic citizenship education. The holistic learning experience aims to internalize values by the learner and translate them into their behavior [13].

Value-based education and approach, as Sharma (2019) states, suggests a new way of thinking about education and support of children to develop to become successful members of society. It encourages reflective and inspirational attributes and attitudes. Therefore, children can be nurtured to help people, discover the very best of themselves. Value-based education also helps to be prepared for future life [15].

As students learn languages and acquire knowledge with their teachers' help, it is important to pay attention to the teacher's role while introducing values through the learning and teaching process. The implementing character values in a foreign language can be theoretically reviewed through learning and teaching in the classroom by focusing on several subtopics. Firstly, investigation of the current situation of value-based education in Kazakhstani schools, secondly, the role of the teacher in embedding character values in foreign language learning and teaching; thirdly, imparting of character values in learning and teaching media and materials, therefore, internalizing character values in learning and teaching processes.

As it was mentioned before, Value-based education is consciously practiced in a few schools in Kazakhstan. In 2019 Bilim- Innovation lyceums across

Kazakhstan launched a project named “Qundylyq. Kz”. “Qundylyq” is a Kazakh word that means “value”. This project aims to implement values in students by devoting each month for a particular value. Values such as unity, respect, service to humanity, integrity, perseverance are selected as core values. If September is the month of “Respect”, October is the month of “Integrity”, and November is the month of “Responsibility” as well. Each school member, including teachers, administration, operating personnel, attempts to root those values in students. The project was launched recently, and there is a huge necessity for improvements. Accordingly, teachers need guidelines and ideas on how to impart values effectively.

Generally, this paper focuses on English as a foreign language used as a tool to integrate values. The main reason is that the English language is one of the three main languages used in Kazakhstani schools. This article intends to examine the current situation related to value-teaching through the language in Kazakhstan and define the effect of value-based language teaching on students.

#### *Literature review*

Works of Lightburn (2006), Velecká (2013), Talts and Kukk (2013), Kaur (2014), and other researchers have been reviewed. Johnston (2003) states that English language teaching occupation is value-laden and that its main values are complicated, contradictory, and embedded in context details. It is essential to understand the moral aspects of teaching English. Lightburn (2006) investigates how one might implement a values-aware education. In their work, Dewey & Leung (2010, p.2) examined the changing conditions in which English is used and learned, especially in the context of globalization. They also describe the implications of these changes regarding existing values and assumptions of language teaching practice. Velecká’s (2013) thesis is concentrated on moral values, their role and impact on education. Moreover, the theoretical part focuses on defining values and explaining their importance in teaching. The study of Talts and Kukk (2013, p.142) includes primary school teachers’ views on learning and teaching in the perspective of the value-based approach and to explore the values teachers rely on in their daily work. Kaur (2014) focuses on the values and morals that play a role in English language teaching and defines terms such as values and morals from a general educational perspective. The study of Islami (2016) describes the analysis of the internalization of character values. Furthermore, he states that it is significant to adopt the character values into English’s learning and teaching activity. Pohan and Malik (2018) focus on the need for the implementation of the character values in the teaching system, which aims to produce the best teacher and students with high knowledge followed by best behavior. All works will be used as a base of the work. The authors in their studies show more detailed information concerned with the research topic.

### *Values and Education*

Values in education can be defined as virtues which constitute human beings and humanity in general. It is known as a process of instilling ethical, social, moral, and spiritual values. Sekiwu (2013, p. 2) states that different moral inquiry theories provide the concept of values as values can also be an issue of moral objectivity and behavioural developments and growth. Value education is important for everyone, but it is essential for children because it plays a crucial role in building their characters. Value-based education acts as a tool which assists in distinguishing between right and wrong, good and bad. It also helps to understand the importance of hard work and success. When the positivity in values is great, great positivity in actions will also be seen. Therefore, by implementing value-based education, students can stand for perpetual values such as honesty, preservation of family values, truth, and love for others. As a result, students become better and more cultured fellows, when their mental, spiritual personality is developed [14].

The relationship between education and values should be very tight. Education opens up minds, provides students with skills, extends relationships with the world, makes a living better, teaches to compete with others, makes students good experts, and gives better learning. On the other hand, Patil (2013) states that value-based education gives the students openness of hearts, provides with sincerity, encourages to be complete, makes an individual a whole human, takes the whole society to the top, and gives people the tool for a deeper understanding [11]. Tripathi and Triphati (2015, p.153) explained that value-based education can be seen on 3 levels such as curriculum, community, and school. All levels interact with one another [16].

Education is a creative and ongoing process which aims to equip children with material, spiritual, and moral knowledge. It has been investigated that today material knowledge is the primary focus of an education. Students are provided with opportunities to gain material knowledge, and there is an emphasis on material knowledge associated with money-making jobs. As a result, Nadda (2017, p.20) claims that students aim to get a highly paid job, leading in a competition which can increase violence and degeneration of main values. Therefore teachers need to embed values in children [10].

Value-based teaching is an approach that works with values. It creates an environment that enhances academic achievement and develops students' social and relationship skills. Therefore, throughout their lives value education aims to achieve two main goals:

1. Assisting students to better comprehend the values that guide their own daily lives.
2. Contribution to changes in values in a process of teaching and learning about the ideals that society is essential.

Values play a critical role in developing soft skills. Soft skills are known as interpersonal skills. They are complicated and much harder to define and

evaluate. Soft skills include different skills such as communication skills, listening skills, and empathy, among others. Moreover, because soft skills are acquired over time, people with soft skills are often known as ones with broad and unique backgrounds that can diversify a fellowship and help it run more efficiently.

One of the most important roles in education is the role of the teacher. The teacher is a role model for learners. Teachers have values, and teachers also have power and responsibility. Additionally, English language teachers' job is the job where cultures and languages come together. Hence, Hall (n.d, p.15) investigated that both students and teachers learn new ways of communicating with people from diverse backgrounds to our own, often learning about things which lie beyond our everyday experience and knowledge. The centrality of language in the development and expression of identity, again for students and teachers alike, adds to this complexity [2].

#### *Values in English Language Teaching*

Specific values may be taught by language through communication skills and special varieties of language in specific areas. The essence of teaching, just like the essence of all teachings, lies in value (Johnston,2003, p. 1) [6].

English language teaching can be enhanced with communication activities such as group discussions, role-plays, debates, and other activities and they can help in teaching how to communicate with the virtues of openness and humanity in real life. Kaur (2014, p. 276) affirms that students learn virtues like co-operation, respect for others, honesty, sincerity, compassion and lots of more through communication activities. It was also stated that teaching values could be through poetry, prose, and drama. Drama can be used as an important pedagogy to develop the teaching language and to enhance the four different skills- reading, speaking, writing, and listening. When students are taught patriotic poems, patriotism, honesty, and sincerity are integrated. When poems devoted to nature are taught, love for humanity and nature is imparted. It means that almost every value can be implemented. The important point is to choose appropriate material that will engage learners [7].

Hermayawati (2014, p.8) suggests the following procedure that may be implemented to link culture and moral values into teaching materials: (1) Investigating the needs of students; (2) Determining the goals of learning; (3) Designing or developing teaching syllabus; (4) Referring the suggested core competence; (5) Finding any types of printed and/or non printed materials as the learning discourses; (6) Choosing the most appropriate learning methods/approaches and strategy to present the defined learning materials; and (7) Conducting authentic assessment [4].

Islami (2016, p. 281) claims that English, as a school subject, has its own character values that should be developed in its learning activity. These character values are expressed to establish the success of language learning. Because when learning a language, the students do not only learn how to master the language

abilities but also learn how to use it respectfully and accurately. People tend to learn and practice language to express their views, beliefs, and thoughts. Language is more than those goals; it also used to expose the norms, values, and emotions [5].

Many character values can be used by the teachers explicitly or implicitly in teaching and learning processes. Values can be conducted in each lesson. Pohan and Malik (2018, p.24) claim that English teachers should involve the values in the learning media and material. It can be done through the arrangement of the values in 7 habits based on the theme in the media and material [12].

Modern approaches, new dynamic ways of teaching can be used to help students have value-based education. Storytelling and dramatization have a powerful emotional aspect because students experience a little of what the characters in the story are experiencing. Through telling a range of stories, the teacher can help children to think about and recognize emotions safely and appropriately. The stories can be based on specific themes related to the syllabus or many overlapping themes like friendship, cooperation, honesty, environment conservation, disability, relationship with parents etc... As Nadda (2017, p. 20) claims, teachers then can initiate the discussion in several stages after the completion of certain parts of the story. The discussion makes the students think. Is also helps the students in deciding what is right and what is wrong, therefore prepares them for future life [10].

Moreover, teachers can organize different activities such as group creative poster activity, all class English language theme banners, values-based group board games, storytelling with illustration boards. Lightburn (2006, p.215-216) states that these kinds of activities help create a values-based atmosphere and motivate both educator and learner [9].

#### *Methodology*

The research is qualitative. Data collection tools are interviews. Theme based articles, books were used. The sample consisted of teachers of Bilim-Innovation schools across Kazakhstan. These schools were selected because they practice value-based education. 7 teachers were interviewed.

#### *Participants*

Participants of the research were experienced English language teachers of Bilim-Innovation schools( Nur-Sultan, Shymkent, Almaty, Taldykorgan, Issyk, Pavlodar).

#### *Data Collection*

Data was collected during the 2020-2021 academic year by interviewing teachers via messengers and by observing textual materials. The interviews with teachers were conducted with the consent of the participants. Because of the pandemic, the interviews were conducted via WhatsApp Messenger.

*Data Analysis, Discussion, and Results*

During the interview, interviewees were asked four main questions (table 1). It has been discovered that Bilim-Innovation schools in cities such as Nur-Sultan, Shymkent, Almaty, Taldykorgan, Issyk, practice Value-Based education. All interviewed participants (teachers) believe that implementing values in students in ELT classrooms is crucial.

*Table 1.*

№	Questions
<i>Interview Q 1: obligatory</i>	Does your school execute(practice) value-based education?
<i>Interview Q 2: obligatory</i>	Is it important to embed(implement) values in students in ELT classrooms? Why?
<i>Interview Q 3: obligatory</i>	What is your method of implementing values?
<i>Interview Q 4: optional</i>	Is there something about your experience in value-based language teaching that we have not yet had a chance to discuss?

One teacher mentions that when values are taught simultaneously, it is easy to deliver moral things. Others state that value-based language teaching makes a significant change in students' behavior and that with knowledge, teachers also must raise students' value, as teachers shape the future generation and the future of Kazakhstan. Participants also claim that students have to take some upbringing during the classes, except the education because without upbringing only education can be very dangerous for them.

As for methods of implementing values in students in ELT classrooms, interviewees shared with different techniques that they use to integrate values. It has been found that teachers use inspirational value-based videos, quotes, presentations, warm-up activities, proverbs according to the value of the month. (In Bilim-Innovation Schools every month is devoted to a particular value). Teachers have also claimed that students and the teacher need to discuss those quotes, proverbs, videos together. Next technique that some teachers use is called Moral-Oral. The meaning of this method is to give tasks based on a moral story. Moreover, teachers also suggest telling different inspirational and moral

stories. The next method of implementing values is project works relating to values, which consist of cooperating, group work, and self-organization.

As for suggestions, participants suggest publishing a value-based book in English, as it takes time to find material and use it during the lessons. (Value-based book for Bilim-Innovation schools is already published in Kazakh). The next suggestion is to hold some competitions (essay, video), debates based on values.

### Conclusion

Thus, it is seen how value-based education is important. It helps to understand those aspects of education beyond the visible- values, attitudes and beliefs. When students acquire knowledge with values, they become more successful in life. They can live a meaningful life. On the other hand, value-based language teaching makes the process of implementing values easier, as different ways and methodologies can be used.

Velecká (2013, p.11) claims that teachers' aim should be to educate moral mature citizens for society. People who cherish moral values can decide what the right thing to do is and can do it. By introducing values in a foreign language, teachers also teach English-speaking countries and develop students' intercultural communication skills. Therefore, integrating the character values in the learning and teaching system is needed to produce the best teacher and students with high knowledge and best behavior [17].

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