Values in Arab Education (Present Situation and Future Horizons)

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ABSTRACT

This study aimed at analyzing the present status and the future of values in Arab education through answering the following questions:

- What is the present situation of values in Arab education?
- What are the future horizons of values in Arab education?
- What are the advantages of the present situation of values in Arab education?
- What are the disadvantages of the present situation of values in Arab education?
- What are the suggestions introduced by the researcher?

Since this study is theoretical, the researcher will consult as many relevant articles, papers, books and documents. Also, the views of prominent expert's writes, scholars and educators were reviewed.

Finally, the data collected were classified, analyzed and discussed to find out answers for the questions of the study.

- The results of the study showed that:
- Education in the Arab world has a value system in its aims methods and curricula. Such a system can be employed to cope with the challenges of the twenty first century.
- Teaching values in Arab education often occurs unintentionally in teacher education programmers.
- Some attempts are made in Arab education to introduce a special vision concerning teaching values and including them in the teaching learning process to meet the demands of the present century.

Keywords: Values, Arab Education.

1. INTRODUCTION

Values represent the behavior regulators in our daily life, as well as, the criterion which governs and controls the relationships among people-individuals and groups-despite pure contentment in this reality, there is a developing national and even international trend urges to depend on a variety of values which are different in characteristics but similar in nature as behavior indicators in people's sayings and deeds. The educational institutions have to be responsible for applying them, especially the government institutions. (Abdul-Halim, 1991).

The educational institution has a key role in the construction of values and in the practical interpretation of them into behavior guidance as the core of the comprehensive educational process which aims at developing the individual's personality and achieving high levels of maturity, discipline and education achievement.

Consequently, the formation and construction of values in different levels can not be achieved automatically. The pre-condition to achieving this goal is to overcome the mental contradictions between theory and practice and between mental perception and environment. (Ahmad, 1983) To ensure and effective interference and participation of values in the different aspects of education, we have to follow a certain strategy which essentially depends on a system of values that can affect and reach our generation, through the scheduled and well-planned channels of the educational process.

In order to achieve this goal, we must have a clear and obvious objective and a scientific study of these values, taking into consideration the cultural changes, the dynamic technological developments and challenges which are taking place nowadays in our world, which compel us to revise our life-concepts formation, so as to evaluate and correct our concepts and understanding about ourselves and about the world around us in the light

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of the current instability and deterioration in the historical and acquired values among people, especially the young, who lost the power of Selection and became far off those values and impelled them into alienation, Squandering and insurgence, (Zaher, 1994).

Regarding the construction strategy (Dush, 1987) points out that, there is a new value strategy that started to appear in the educational systems, exemplified in the implication of the traditional values in the traditional curricula such as the Right, the Good, the Beaty and adapting them in the People's daily-life behaviour, although they were considered-from the classic point of view-as an "ideal world". Those values became an integral part of the motives and Causes for the man's psychological, physical and social demands.

This strategic trend of the values dealing appears obviously through controversial studies, for instance Ormell (1980) pointed out the adoption of certain values by some modern educational systems. They deal with these values through the objectives as rules and criteria which govern and modify the human behavior-individuals and groups- through the educational process within its various dimensions, especially those concerning the work, production, wealth and welfare, taking into consideration the fact that, virtuous, social, spiritual and aesthetic values are intuitive facts and have to be employed and used to cope with life and society.

Abdul-Dayem (1998) emphasized the need to revive the values in the Arab educational systems in order to build the human civilization which requires reforming, restoring and reconstructing man who represents the core of the virtuous values. He also calls for the revival of the values in the education systems in the different stages and forms-inside and outside school, and considers them as an integral part of the objectives, curricula and methods of teaching.

Accordingly, we can conclude that education, by its comprehensive concept is a value process, (Ahmad, 1983) exercising and presenting its objectives graphically or in an implicit way within the cultural atmosphere that we live in, through which we try to cope with and accept a system of virtuous, psychological, social and mental values in the scopes of our life.

In addition, teaching values in the modern educational Process represents the mechanism of construction of the strategic trend of the values' dealing which our study could explore in the perception of values and in its new vistas, through investigating the

educational objectives, the curricula and the teaching techniques, in order to present an outlook for teaching values in the modern educational process which has already entered the twenty first century with its dimensions and challenges.

2. STATEMENT OF THE PROBLEM

The aim of this study is aiming to investigate the (present and future) in the Arab situation of values education through answering two specific questions:

- What is the present situation of values in Arab education?
- What are the future horizons of values in Arab education?
- What are the advantages of the present situation of values in Arab education?
- What are the disadvantages of the present situation of values in Arab education?
- What are the suggestions introduced by the researcher?

The importance of this study originated from the fact that values and education have to be connected and related to each other, so as to form the educational objectives which are related essentially, and derived from the philosophy of the society and expresses it. This philosophy acts as and indicator to and controller of the educational process, system and objectives, which depend on the obviousness of the values in order to select the types of knowledge, and skills required, and to encourage the desired behavior styles (Abu Al-Ainain, 1988) recognizing that teaching values is achieved through teachers who have the responsibility to teach the values associated with skills and behaviors which are determined by the language and the teaching-learning patterns, when developed and plowed, carefully, they eventually help teach these values like honesty, respect, tolerance and courage. (Brooks, 1993).

3. METHOD

Since this study is theoretical, the researcher will consult as many relevant articles, papers, books and documents. Also, the views of prominent experts writes, scholars and educators will be reviewed.

Finally, the data collected will be classified, analyzed and discussed to find out answers for the questions of the study.

*Definitions of Terms:

Values: the rules which control behavior (Ahmad, 1983). They include social, spiritual, life, scientific, individual and human values.

The present status of values in Arab education: The ideas, perceptions, altitudes, and behaviors, related to values that exist in aims, method and curricula of Arab education.

The future horizons of values in Arab education: The future possibilities and status of values in Arab educations.

4. THE PRESENT SITUATION OF VALUES IN CONTEMPORARY ARAB EDUCATION

The study identified and investigated the present situation of values in modern Arab educational systems through the following aspects:

4.1. The Educational Objectives in the Different Stages of Education

In building the objectives of educational systems, we have to take into consideration a number of changes which affect the philosophy or the social philosophies and the systems of social, religious and values prevailing behavior (Watfa, 1991).

The Prevailing values are considered to be the key source of the educational objectives and the learning motivation for students. They are also considered to be the method of the general evaluation of the student and the teacher, In additions they help in the realization and achieving the creativities students' through achieving a high level of awareness of the educational responsibilities and concentrating on values and emphasizing them. (Abu Al-Ainain, 1998).

Each educational system determines the features of the values mode which governs it, because education is considered to be a consistent system, heterogeneous human inputs originated from a variety of origins, vagaries and interests.

This diversity imposes a moral obligation that governs the relationship between teachers and learners. We can understand and evaluate this relationship by identifying the values' setting and the axiomatic reference of the value practice and how the educational system can identify the roots and extensions of the teacher's behavior and manner and their harmony with his students' values, in addition to the efficiency of the method that he uses in order to activate the moral and value behavior (Al-Taweel, 1999).

In order to activate the value behavior, the educational objectives in modern education include a number of value concepts which permeate in the different dimension of the educational process especially teaching process which concentrates on the representation of the social values in the local environment and how to cope with them. In addition, the conformity of students and teachers in their new environments with their cultural dissimilarity and their tendencies the sets of religious, moral, social and human values.

Some researcher indicated to these values, (Tang, 1992) who introduced by a study concerning the meaning of money, as following:

- There were significant relationships among "External focus" Order, Good, Achievement Respect and Freedom.

- Depression and irritation were positively correlated with Achievement, further irritation was significantly associated wit-h Good, Respect and Freedom.

- Age was negatively correlated with budget.

- People process information in away that is consistent with their inner values and their experiences.

- Peoples' attitudes towards money can be recognized as one of the money frames that people use in the everyday life.

Gorman 1989 shed light on-Education in the fourth dimension, teachers and their values commitments CRIS Perspectives on the School.

He pointed out that independent schools have traditionally held the views that education must address the whole person, not only the intellectual, artistic and physical dimensions of life, but also the fourth dimension. The spiritual dimension has a place in the school life and character development of moral education in primary duty of school. The council CRTS Conducted a survey of independent schools heads on the role that moral values and characters have in teacher's responsibilities and selection of teaching staff. Most respondents indicated that they found no conflict between their searches for moral or spiritual individuals.

Regarding including spiritual values, in educational aims the education process in the Arab and Islamic countries theoretically emphasize the Islamic values as a general and comprehensive from with all its dimensions-(Abu-Al-Ainain) looks at this issue by emphasizing that building the educational objectives originated from the Islamic values which have to prevail in the society

because they are comprehensive and perfect. In other words they consider and organize human activities in their different dimensions: material moral, mental, aesthetic, spiritual and social (Abu Al- Ainain, 1988).

Also, they suit society, unlike secular values which lead to create an overwhelming sense of alienation from the society and its traditions (Badawi, 1979).

The inclusion of values in the educational objectives in the Islamic and Arab world differs according to the relations with the Western countries, the influence of modern civilization on these countries and the difference of legislation in the Arab Countries.

In his analytic study of the present values, implied in the general objectives of 15 Arab Countries, Al-Hadidi (1999) showed that the implication of values in the educational objectives differs from one Arab country to another, because the trends and legislation nature are different. Each Country has its own trends and sources in building its objectives it's also mentioned various value ranks including the religious values which didn't receive the enough thoughtfulness in its implication amongst the Arab Countries. Some countries tended to exchange values among them. (Glokner, 1990) Pointed out the exchanging of values between Russia and America concerning the methods of teaching in the vocational institutes, that is, the students in the USA can benefit from the Russian experience by learning through experience in the fields of math's and science, besides providing the students with an entrance to use the modern technology, like computers.

The human values have occupied a unique place in the contemporary education process which emphasizes the importance of freedom, independence and avoid the interference in other educational values and spoiling them.

It is important not to confuse the other education values: proposes that freedom is defined as liberty or the absences of constraints by other should be kept conceptually distinct from notions of autonomy and ability, because freedom has a fundamental place in the achievement of autonomy and power through education (Champers, 1993).

4.2. Methods of Teaching in the School and University Stages

Methods of teaching vary, according to the nature of teachers or the various curriculum trends, but eventually they are just means through which the education content is presented, and achieving the educational objectives.

Methods of teaching are represented in the role of teachers in lecturing, explaining, revising, discussing, investigating, exploring and teaching through the games of the computer (Al- Sourti, 2000).

Teachers often use methods which are suitable to class situations, and they have to take into consideration and bear in mind, the values side during the class interaction. They often reflect their own values and their interaction on the different values. Consequently, teachers have to be prepared in away which maintains the values behavior amongst them. Teachers play a key role in reinforcement of the values behavior amongst their students- in order to enable them to analyses their views, think in a Critic way and develop certain values, especially those concerning the work. It is not enough for teachers to have the knowledge and the skills necessary for dealing with students, but also they have to develop values related to the objective problems, personal characteristics and the school Culture. (Verglers, 1995).

Teachers can also, direct students to modify their way of thinking during their course of study towards some subjects of study such as teaching- the history of science- learning this subject usually leaves no impact in the minds of students because this type of information doesn't motivate students as they lack the practical, synthetic and the analytic nature. So teachers have to keep up with technologies to make students search for the meaning and understand by themselves, a way from the traditional method of writing, through encouraging them to explore their ideas, their thoughts and their way of thinking, concerning the history of science (steffen, 1988).

Bryant (1982) suggests that can deal with the scientific values or other curriculum values and related them with the educational values by using the same way so as to teach social science for the students of colleges, because he felt that students have no desire to attend these colleges to study social sciences which tend to ignore the educational values. He looks on these courses as undefined and incomprehensible subjects, and need a whole revision. In addition, these subjects are fruitless, not enough and have no relations with the future. Accordingly, Bryant suggests that:

The social science and history concepts have to be implied in the nature sciences courses to build and develop relationship between them.

The present utility has to be emphasized in the light of the education philosophy miniature courses have to be implied in the educational process.

The present educational systems show that teachers are keen to make students acquire the social values through the social subjects and other related ones, such as the language and religious education.

(Namneh, 1997) study pointed out this point- teachers interest in making the students of the 5th and 6th grades in the basic stage in Jordan acquire the social values through teaching the Arabic language and the social education, marked a high degree, toward values which included the love of their country, the generosity and honesty. The results of this study showed that:

- The most frequent educational values were- the interest in education about 14.3% of the values; courage about 5% and self - learning about 4.4%.
- Arabic language contains other values that teachers can deal with.
- Any analytic study to the Arabic language books showed the following scopes:
- Contractual scope (5.77%).
- Worshipping scope (12.02%).
- Subjective scope (18.03%).
- Social scope (11.74%).
- Economic scope (6.97%).
- Administrative and political scopes (9.0%).
- Scientific scope (22.51%).
- Health and environmental scope (3.14%).
- Sentimental and esthetic scopes (10.74%).

4.3. Values in the School and University Stages Curricula

Curricula are considered to be the base of the educational process with its main ingredients: content, objectives, methods and evaluation. We deal with these ingredients from values aspect, so as to determine the guidelines of our objectives and our concepts that we want to realize, and what we want our students to learn, then we decide the suitable methods and facilities which help us to achieve our goals. (Al-Hamouri and Khakhen, 1997).

The curricula in America start by concentrating on the students' individual values and relate them to the educational values so as to achieve the students learning, which creates the sense of responsibility towards their people and respect others (Ennis, 1994).

The educational values are the core of children's teaching process, which aim at teaching these children the personal responsibility and making moral decisions.

Teachers can practice teaching core values alongside with skills and behavior. Some of these values concern: respect, honesty, toleration. (Brooks and David khann, 1992).

(Craig, 1989) Pointed out in his study that, educational values interact with individual values and they are always close to them, especially those concerning the achievement-this study was conducted on the 7th and 8th Grade students in three schools in Hunulu.

The study indicated that school values and students' values are not separated, and students who achieved high grades according to "the quality of school life QSL measure" had similar responses, similarly the students who achieved low grades. Whereas, the value preferences were different between the two groups. There is high achievement level had high preference to the family love, while the religious belief and achievement, were the preferences of those of low the responses to the values depended on the element of the gender. Females showed a high performance concerning some values like friendship, honesty, help, bargaining and toleration, while males achieved high performance in some values like the exciting life, intelligence, courage and creation.

Curriculum does not only activate the individual values but also, it concentrates on the students correspondence with the values of different subjects theory and practice subjects, related to the vacations and modern life demands, like the computer which became inseparable and associated with the curricula of the different stage of learning. Computer, also, includes objective values related to the computer technology which aims at developing education.

Mathematics is one of the subjects that students corresponded with its values, which can support the educational and religious values in the different stages of education.

Al-Kurafi (2000) in his study-using the concepts in the secondary stage in Kuwait-concluded that there are four groups of mathematical concepts: Firstly, represent cone parabolas and space engineering far from educational values. Secondly, represent the fundamental principle of the number the endlessness, exchange, coincidence in the case of contact, that is, the religions and educational values are hardly used. Thirdly, represents the frontiers, procedural engineering and pocket calculators. Fourthly, represents some concepts like statistics, belonging, traingl, rack and indicator, they were in complete usage.

In 1991 an international conference was held in "Chicago" discussed the latest developments in the methods of teaching mathematics in schools, through four approaches which concentrated on the objectives and methods of teaching maths for all stages and mathematical thinking, besides preparing for teaching maths in the twenty first century. Most efforts focused on the curricula in Japan, USA and in China. (Wurszup ed. and streit. Ed, 1991). Subjects of vocational and of work nature, receive great interest and care by the curricula, which tend to make students take to their practical and theoretical values, such agriculture, so that students become aware of the importance of the agricultural profession for the community through:

- Maintaining dimension of the agricultural work and the desire to enter this field, through creating relationship with the educational values, which can create the desire to attend the agricultural colleges and institutes, and appraise the place of the agricultural colleges and institutes in the society. (Al-Samirai, Sadad and Jassim, 2000).

- The curricula can play a significant role in directing the young people towards the agricultural profession (Gott and Clay Comp, 1981) the educational system could help in producing qualified young farmers through wing the educational values in planning, administration programmes, teachers' evaluation, guidance and development young farmers' trends were generally positive concerning the schools' Headmasters' views, while they were less positive towards the supervisors and government teachers which concerning the educational administration and supervision.

- Religious values have occupied an important place in the curricula of the human and social subjects in some educational systems they are considered as fundamental values moreover, they may considered as accompany the social values or part of them, so as to occur balance with the western, secular values, as in Iran which tended to return to the traditional Islamic curricula in schools and universities.

The Islamic Revolution in Iran (1978-1979) tried to purify the universities from the western values and curricula, which dominated in the past period. (Freshteh, 1994) Although in most developed countries of the world religion of the world, religion is considered as personal affairs, some countries, like Britain, tries to enroll religion in its curricula. It also tries to create harmony between religion and western concepts in education in order to develop, the curricula and the teaching methods. (Ashraf, 1993).

In the Islamic and Arab countries, religions values are considered as one of the social upbringing fundaments which education emerges from. Religion is taught in schools as part of the school curriculum, as a criterion which regulates and controls the individual and group behavior. The scholars and curricula schemes work on activating the Islamic value set, through presenting its characteristics and explaining the relations among them and finding solutions when they go against the social values.

Al-Qaisi- in his study- (The Islamic value set as they were determined in Quraan and Suna = suggested that these values can be organized in group: Monotheism work, Science, Missionary, Sacrifice, Environment, Estheticism values, and social, economic and political values. He believes that it is impossible to separate the moral values from the religious values, as the whole values in Islam are of a religious origin. We also have to be aware of the problem in separating the fixed values in Islam from the changeable ones of the Muslims, in order to develop the education and development process in the Islamic world (Al-Qaisi, 1995) in modern education, curricula emphasis. The importance of the social values as in (Eweedat's study) which pointed out that the university students reflect the social values in five aspects: self-characters and dealing, rights and duties and family and social relationships and social upbringing, and living earning. They reflect the prevailing social values in a high degree in three aspects: self characters and dealing, rights and duties and social relationship, bearing in mind the variable responses of one university to another. (Eweedat, 1992).

Modern education uses the educational values to make students cope with other various values, such as the political and economical values, in the content of the curricula. (Al-shraideh and Charaibeh study 1994) which indicated that the Arabic language books for the IST and 5th Grade include values which are harmonized with the philosophy of education in Jordan, which is postulated to reflect the educational, mental, national, political, human and social values. The results showed a gap between the values included in the two Arabic books and the philosophy of the educational system. The researchers recommended that a serious revision has to be carried out in order to imply the educational values, represented in

morals, belief and national values. (Al-shraideh and Gharaibeh, 1994).

Modern education tries to generalize and circulate the human values in the curricula all over the world, in order to create a better understanding among the peoples of the world, and benefit from modern technologies which can help achieve this goal. For instance, the educational experience in the UAE combines, the Western and the Islamic backgrounds, developed the curricula through true co-operations with other peoples of the world, using the Islamic heritage, Arabic language, social activities, modern technology and modern achievements, (Al-Atrash, 1992).

Modern education employs the human and religions, even the secular values to deal with international problems. For instance the environment putrefaction which was discussed in the (Human values and the environment conference, Madison, Wisconsin, 1992) which emphasized the important role of modern education in saving the global environment from dangers and destruction, and face the future challenges, and make the best efforts to overcome these problems before entering the twenty list century.

It should be emphasized that the effort to develop and unify the curricula and achieve the international co-operation represented in creating generations of students, congruous with their own societies in order to be congruous with the other global societies, as this world is considered to be a small village.

Modern education always concentrates on the consolidation of the future outlooks and prepare us to the 21st century through a specific value from, taking into consideration that education is originally a value process, we do not ignore the role of teachers in producing intellectual and participant students, not only in enabling students to use modern technologies but also in provoking their potential and talents in addition to the teachers' role in instilling the sense of the life values, which are the core of the productivity and creation and giving them the opportunities to solve problems and encourage the critic thinking among these students. (Dilger and Roland, 1993).

5. TEACHING VALUES IN THE PRESENT EDUCATION: THE FUTURE HORIZONS

The unwitting teaching of values in modern education can be felt in the programmes of teachers' education in

order to meet the dynamic challenges of our times so as to include three main aspects- Academic, vocational and cultural aspects, besides building the teacher character on a value base through developing a number of values in his character: Scientific values-represented in learning, achievement, being patient in acquiring knowledge looking for facts, respecting scientists and employ his knowledge in the every day life. Spiritual values help him face the destructive ideologies and myths. Moral values to enable him fight the deviation and to maintain self-values such as honesty, contentment, good addressing and humility. (Abu Duf, 2000).

(Al-Mufti) says that the teacher has a changeable role in the light of the changes which swept the world and made it a small village, resulted in great influences such as: the cultural transmission among countries and exporting trends and values which are unacceptable by our Arab societies affected negatively the culture identity of these societies. In this situation the teacher plays his role in maintaining the desired values and traditions, developing the desired friends, emphasizing the loyalty, belonging and developing the creative and critic thinking. (Al-Mufti, 2000).

Concerning the curricula, modern education looks forward to developing them in the light of the present century's demands. (Hay and Robert, 1989) in their predictive study pointed out that- 10 most significant trends to affect the twenty first century school including changing in work: life styles, technology, international relations, school demographic and social values. Those which can be taken into consideration to prepare and produce the curricula which are able to cope with new values resulted from the new development in the various aspects of life- the technological, the scientific and the social developments. The global values have interested the people of education, especially in the USA, where the teachers are helped to accept new and true worlds and put them in direct confrontation with their worlds, because they require a certain degree of the ability to cope with these new worlds. (Peters, 1991) pointed out in his series of articles and researches to (Aview of tomorrow social studies of Global horizons by (the center for applied eco social studies, Plaistow NH). The most important one was that which concerns the citizens of the USA whom must be helped and prepared to become world citizens and to adopt this idea in school plans, inside the classroom.

This idea received a great interest from the modern systems of education all over the world, which started to

emphases values that concentrated on teaching technological and informative skills to enable students to reach the international level of these aspects, and to close up the gap between the local village and the global village (Jacob-Veronica study, 1996) which denoted:

Vision of educators concerned with school libraries in Namibia to educate the youths to feel at home in Global information society, and guides them and their parents and teachers into "hi-tec" world of the twenty-first century.

Some educational systems, especially the Arab systems, some reactions through emphasizing on preparing the teacher to encounter the global movement by introducing the value, moral, behavior and educational dimension into the education programs, so as to maintain the Arab identity and introduce a fourth dimension – the cultural dimension- to emphasis the sustainability and development of the loyalty, belonging and the citizenship (Naser, 2000). In addition, school curricula have to change a lot of the prevailing values on the individual and group levels, such as selfishness, fanaticism and views monopolism and replace them by better values such as tolerance, Co- operation and altruism (Hassan, 2000).

Religions values play a key role when implied in the curricula and teaching learning process and supervision- as in (Abu- Al- Ainain's study- 1998) of the Islamic values which originated from the Holy Quraan and the disinfectant sunna- which motivate students' for learning, derive the educational objectives evaluate the performance of the students and teachers, and realize the productivity and creation when they are aware of these values.

Internationally, modern education emphasizes the importance of human values by activating them and considering them as criteria and means of judgment of the social, political and economic dealing individuals, groups and countries in order to encounter the wide spread of material and its evil inclination which affect the societies and spoil the local and the international environment. So, great efforts have been made to save the mankind and the global environment through studies and conferences held from time to time; for instance the conference which was held in the University of Wisconsin, (1992) which discussed the qualitative putrefaction of the in rational environment and the danger of building methodical concepts in isolation from the values framework, because we have to deal with the environment of the base of the human and religious values and their correspondence with material and secular values and philosophical

concepts. a number of working- papers and conceptions were suggested and discussed depended on the human and religious values all of which refer to the three heavenly religious (Islam, Christianity and Judaism).

(Abduldaim, 1998) pointed out that human values face a serious crisis represented in the domination of the super powers which had bad effects on the world such as the immenseness of the gap between the South and the North, this leads to the formation of two worlds- the world of the barbarians and wicked and the world of honesty and innocence. He believes that education can stop this tyranny through connecting the human and the moral values with the present developments in the world of technology, and instilling the sense of responsibility and spread the principle of interlocution among the peoples of the Earth, so that we can decrease the destructive dangers of the absence of criteria and the human values from our human civilization, He also relays on the Arab Islamic civilization which was constructed on the fundaments of the human and moral values prevailed successfully for centuries.

The Islamic heritage is full of values which act as real criteria that govern the political, social, economic, ruling, educational systems, dealing, opportunities, social equity, justice values, encouraging good deeds and fighting the evil. This is a hard evidence of how the Islamic values have no equivalent in the world.

Ahmed Mahdi Ab-dulhalim (1994) looks on the present disorder which prevails the societies nowadays is the result of the absence of harmonious system of values that governs the individuals, groups and countries to a bide by certain types of behavior. This includes the developed as well as the developing countries, Western or Eastern. He also says that education has to teach values as and obligation in the present educational systems.

Despite the previous non- obligation, the educational systems have some attempts in this field can be noticed from time to time in teachers' training programmes, in order to, teach the different values- educational, scientific, social and others.

Purcell (1981) Points out that these programmes include the educational values in the methods of teaching and lesson preparing which can occur positive changes in their trends This reflected on teaching students individual values, such as, co-operation, respect the other ownership and getting out of racism and fanaticism. (Cangemi and Aucion, 1981) Moreover, the emphasizing on acquisition values help students builds personalities able to make

decisions, responsible and have critic thinking. The result of that is the reflection of these advantages on their behavior inside as well outside the school within the frame of the moral values which were approved by the society and faced in the everyday life. These values are classified into four group: the customary discretion opposition values the multicultural values, social common sense values and the individual dealing values. (Blum, 1992) It is no wonder, then, wherever one looks, modern education is found preparing to enter the new century and tries to over come the values conflict in all types of professions through the international conferences which discuss the previous issues. (Natal and Fenton, 1997) value conflicts in the training of professionals, value and conflicts in school based initial teacher training, values and conflicts of values in the pragmatist tradition, economic values and the new millennium…. Etc. Besides teaching the scientific subjects and mathematics in order to spread and circulate their scientific values all over the world as in:

The University of Chicago mathematics project, which patronized the (International Conference on Mathematics Education), distributed a number of working papers in four categories discussed international issuer about mathematics, educational changes and challenges, maths for all students and methods of teaching them. (Wirszup and Striet, 1991).

On the same level, efforts are being made to teach and spread the human values. preparing students for the twenty-first century, teachers should in mind that in preparing their students, and training them to use the modern technologies, should not let them be victims of these technological advances, and obstruct their humanity. Curricula have the fertile soil to present their creations and senses. To live in societies they respect, offered the best opportunities inside the classroom to think, to create, to make decision, solve problems and to be effective and responsible members, (Dilger and Roland, 1993).

In the light of our previous study of the present attitude of values and the new vistas in the modern education included teaching values, we make the following suggestions which can help teach values:

Modern education should take into consideration the fact that values are the core of the teaching-learning process. These values should be the criterion which control the human behavior, especially teachers, students' and even the people of education in their different places, positions and ranks.

- Teaching values emerges from emphasizing on the students moral values such as: Honesty Toleration, Trueness, and Love and Respect others, Altruism and and Gentleness. These values should be the strong foundation of the human, social and scientific character.

- Teachers' practice and methods in the class interaction process which develop the students complete and balanced personalities in the different aspects (mental, physical, spiritual, resthetic and emotive) require the great concentration on the inseparable values of these aspects rather than the implication of these values so that students become aware of these values and reflect them with is the school environment and the outside environment, other wise, the individual's personality remains restricted by the life's material conflicts which dedicate selfishness, selfhood, and alienation.

- Teaching values in present education requires giving a great attention to ensure the students' adaptation with the social values in their local society, as well as with the subsidiary and ethnic cultures within the public society, so as to maintain the social as well the human ties. The emphasis on the religious values when teaching values in the present education. Because they are considered as the criteria which controls the human conduct as well as to build the individual and the society character. We witnessed this aspect in the Arab-Islamic civilizations which was constructed on the Islamic religion values during the golden ages of values which governed the different aspects of life such as the educational system and the reign. (Abdul-Daim, 1988).

- The balance in teaching students the values, between lo-acquisition and scientific, social and life values and religious and human values here the individual and educational values intermediate, so as to cope with the present demands of our times. Our new age have great challenges, it is full of achievements and pour material temptation all of which dedicate and power and domination of technology, the spiritual emptiness, selfhood and alienation by all its forms. (Dorkaim) pointed to the collapse the human and social structure as a result of the western civilization after the Industrial Revolution which swept the west and extended till nowadays. The Pre- Industrial age announced the death of the age of Co-Operation,

social relationships, tranquility and peaceful life which prevailed by the virtue of the religious values, domination within a human from. (Al-Hadidi, 1990).

- Modern education has to make use of the scientific and technological developments in teaching values process, in order to achieve the objectives of the human unity, communication and happiness in the global society on this planet which became a small village, as it was called, through provoking the orders of the people of education, starting with teachers through suitable methods and means to provoke the human values and maintaining them inside students and activate their behavior values.

Finally, teaching values task is the responsibility of the various institutions of the society - the family, the school, the political, the media and administrative institutions of the society, depending on the Islamic vision which encourages, and emphasis a variety of values, permeate in the different aspects of social life, represented in sets of individual, social econocic and political values. (Abdul-Halim, 1991).

The responsibility of teaching values requires the pre-determination of methodology and a variety of methods suggested by (Abdul-Halim) concluded in the following:

There are certain scholastic situations which can be exploited in teaching values, taking into consideration that curricula are divided into two types: obvious-plain and implied hidden. Accordingly, teaching values within the school environment can take the following forms:

1. Incidental teaching which includes the administrative organizations and the social relationships within the educational institution.
2. Teaching values through the different contents of the syllabus which provide many situations, enable students to know the importance of science in natural subjects and to learn the values of democracy and justice in the historical studies, as well as the individual values in the religious and literary studies (social-human).
3. Teaching values directly and intendedly through dialogues and the analysis of the social and political situation in an atmosphere of freedom. Also, to follow suitable methods to teach values according to the previous three forms based on deliberate and deep understanding of the relationships between students and teachers and the understanding of the value trends in the prevailing values, self-evaluation and experience and moral behavior and look on the values situation as a purposeful learning situation.

6. ADVANTAGES OF THE PRESENT SITUATION OF VALUES IN ARAB EDUCATION

This study has shown that the present situation of values in Arab education has the following advantages:

- The educational objectives in modern education include a number of value concepts which permeate in the different dimension of the educational process especially teaching process which concentrates on the representation of the social values in the local environment and how to cope with them.
- Regarding including spiritual values, in educational aims the education process in the Arab education emphasize the Islamic values as a general and comprehensive from with all its dimensions.
- The human values have occupied a unique place in the contemporary Arab education process which emphasizes the importance of freedom, independence and avoid the interference in other educational values and spoiling them.
- Religions values play a key role when implied in the curricula and teaching learning process and supervision- as in (Abu- Al- Ainain's study, 1998) of the Islamic values which originated from the Holy Quraan and the disinfectant sunna- which motivate students' for learning.
- There are some attempts made by Arab educators to include values in Arab education through:
  1. Administrative organizations and social relation.
  2. Academic subjects.
  3. Dialogs and social situations.

7. DISADVANTAGES OF THE PRESENT SITUATION OF VALUES IN ARAB EDUCATION

This study has shown that the present situation of values in Arab education has the following disadvantages:

- Teachers often use methods which are suitable to class situations, and they have to take into consideration and bear in mind, the values side during the class interaction. They often reflect their own values and their interaction on the different values. Consequently, teachers have to be prepared in away which maintains the values behavior amongst them.
- Teachers don not, direct students to modify their way of thinking during their course of study towards some

subjects of study such as teaching- the history of science- learning this subject usually leaves no impact in the minds of students because this type of information doesn't motivate students as they lack the practical, synthetic and the analytic nature

- Lack of concentration on educational values teaching social sciences information is offered without any values contexts.

- The weakness of value orientation in Arab education focuses on achievement, subjects and information, but it gives little attention to value education.

- Orientation in Arab education neglects the value related to wrote, production and development and avoids dealing with educational human and scientific values to cope with future needs.

8. CONCLUSION

Education is considered as a social process which includes and represents practical and theoretical objectives of any society. These objectives essentially, correspond with specific educational philosophy based on values in the different social psychological, moral, economic, political, educational aspects of life.

The teaching and learning process represents the core of the educational process which is based on the foundation of values taking into consideration that education in its comprehensive concept is a value process which demonstrates its objectives in an implied or an explicit way within the cultural atmosphere we live in (Barakat, 1983).

Through our study of the values attitude in the present education process, it was observed that this process involved values within its three comprehensive aspects:

1. The educational objectives which take into consideration the various changes related to the educational philosophy which is originated from the social philosophy and the prevailing system of values. Accordingly, every educational system determines the features of the values made of the educational objectives, which concentrate on the involvement and activating values in the various aspects of the teaching and learning process.

It also emphasizes the stimulation of a variety of values which govern the relationship between teachers and their students and act as criteria which guide and direct the behavior within a complete rank including individuals and groups.

2. The teaching methods contain a variety of values depending on the class situation and the nature of the teaching material which play a role in motivating students and provoke their creation and their individual, social and educational conduct.

In order to enable the teacher to carry out his tasks successfully and efficiently, the Ministry of Education in Egypt trains teacher through deliberate training programmes which consolidate the value trend and create the necessary skills of dealings and values behaviors which concern the two parties of the educational process: Teachers and students.

3. The curricula: The planners of the curricula should bear in mind and be a ware of the value trend of the curricula with its major elements the content, objectives, methods and evaluation, where as modern education concentrates on the students conformity with the educational values which are included in the curricula and react with them inside and outside the school.

It also aims of developing the values of the educational research which depend on the teachers skills, and cares about the individual values and helps students harmonize with the scientific, social, human and spiritual values in different school subjects. Modern education, moreover, looks forward to teaching values through the different curricula by the deliberate preparation to enter the 21st century in order to encounter the challenges of the modern technological developments which have affected all the aspects of life.

These efforts are represented in the development and the unification of the curricula, the international co-operation in order to create a co-operative and reliable generation able to cope with the challenges of the next century. Teachers are also have the responsibility to help their students enter the Forthcoming century peacefully and confidently equipped with scientific outcome suitable to become involved in the present technological development and the information revolution and the associated challenges. These preparations extend to include the students' adaptability with scientific and social values appeared obviously concerning the modern development in the fields of commuter, information, communications, peace, Human Rights and democracy. In addition, the above mentioned aspects require the close international co-operation combines the whole societies on this planet in order to save the Humanity and spread freedom, respect, justice, welfare and appraise the human and the social values as well.

Regarding the urgent conflict among values, it is the responsibility of the modern education to develop the literate character in its various aspects on the base of value, beside, taking into consideration the vital necessity to teach values deliberately in a systematic method, unlike the current method which, unlike the current method which, I believe that, it is rather spontaneous and incidental.

I hope that teaching values is considered as on obligation and a vital task and receive enough thoughtfulness because values represent the core of teaching-learning process, look on the values as criteria

that regulate the human conducts, teachers, also, should base on specific and systematic values trend in order to realize this outlook, so as to enable students to cope with social, human and spiritual values to encounter the force of the material trend in the present civilization. Furthermore, to employ the scientific and technological developments in teaching values in order to realize the objectives of the human unity. Besides, improving the methods of teaching, especially the methods of teaching values and make use of the specialized studies in the field of educational values and imply them in the methods of teaching the various subjects.

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