VALUE-BASED TEACHING/LEARNING OF THE PROFESSIONAL ENGLISH LANGUAGE AS THE SIGNIFICANT GROUNDS FOR GLOBAL PEACE

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Abstract. Teaching of the professional English language is sustainable grounds for peace on the planet. Therefore, it should not rely only on developing habits and skills but also take into consideration other factors such as moral and ethical values. This principle is applied in Mykolas Romeris University for teaching students who are future law enforcement officers at Faculty of Public Security, as they need to develop their personality not only from moral but also emotional point of view, which is closely related to nature of their future job, i.e. ensuring peace. The paper emphasizes the importance of developing values in education and describes the process of rendering universal values via teaching of the professional English language. In addition, it introduces several practical suggestions for developing students' values when teaching/learning professional English.

Keywords: professional English language, values, skills, strategies

INTRODUCTION

Values constitute the relationship between an individual and existence, help him/her adjust to the surroundings, distinguish between the most significant social, cultural, economic life aspects, which have become essential in his/her life. According to Maslow, values of existence are the most significant and, thus, one should be able to evaluate the surroundings and at the same time have spiritual potential, which may help him/her develop as a personality.[1] As Giddens states, values are ideas, fostered by single individuals and their groups, defining which is acceptable and which is not.[2] Different values reveal the most important attitudes of human culture. Human values are clearly affected by existing culture, surrounding the individual. "Values are defined as the main beliefs that people use for determining what is right or wrong, good or or bad, fair or unfair. As a result, human values such as tolerance, respect and cooperation affect people's personal perceptions and judgments, motives and actions toward others in different situations in varying cultures, societies and religions".[3] Thus, human

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[1] Maslow, A.H. (2006). Motyvacija ir asmenybė. Vilnius:Apostrofa.
[2] Giddens, A. (1991). Modernity and self-identity. Stanford University Press, p. 210.
[3] Baba, S. (2011). Human values as common ideals and practical rules of behaviour. Retrieved from http://www.saibaba-x.org.uk/4/Human_ Values_as_Common_Ideals.html. (Accessed July 5, 2017).

consciousness lies within values. They indicate what is important in culture, politics and social environment. There are numerous values that are common to all individuals but they gain significance only if they are connected into one system.[4] Not occasionally the law on Education of the Republic of Lithuania as well as the conception of Lithuanian education give huge significance to human dignity, individuality, humanity, democracy, moral and national uniqueness.[5]

Values mostly help an individual not only be oriented in the world but also select what is really important for him/her. Therefore, during education process it is of crucial importance to help the learner envisage real values. A. M. Juozaitis in his book "Learning Adults" writes that learning is related to external activity and people not only learn something individually but also learn from each other as they communicate, discuss, make decisions, i.e. employ their moral values.[6] Thus, it is extremely important to base curricula on values. According to Juozaitis, developing of values in education basically means identifying values with responsibility. It is related to encouragement, fostering, changing and development of responsibility. In adulthood personal values are newly found whereas different/hostile values are reevaluated. Martišauskienė, Schiller and Brayant claim that the primary aim of our education is development of creativity, value orientation as well as rendering of political, ethical and national culture.[7] These aims are related to competences possessed by an individual, encompassing knowledge, moral values and abilities. Kuehn[8] strongly feels that teaching of human values at school encourages students to become more sensitive to the problems common to a community or society. This method is likely to better prepare students for their roles within the society.

Today civic education in Lithuanian schools has lost its significance without any obvious reason. The lessons themselves do not seem important whereas the content of the subject is not related closely enough to issues of Lithuanian society as well as values and ideas necessary for its citizen.[9] In addition, development of human values in the process of learning/teaching foreign languages has not been researched in Lithuanian educational institutions.

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[4] Kuzmickas, B. (2001). Laimė, asmenybė, vertybės. Vilnius.
[5] Lietuvos Respublikos švietimo įstatymas , 3 str., p. 15 pakeitimo įstatymas. 2011 03 17 d., Nr. XI-1281, Vilnius.
[6] Juozaitis, A.M. (2005). Besimokantys suaugusieji. Lietuvos suaugusiųjų švietimo asociacija, Vilnius.
[7] Schiller, P., Brayant, T. (2010). Vertybių knyga. Kaunas.
[8] Kueln, P.R. (2016). Moral values for students: a necessary part of the curriculum. Retrieved from https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School (Accessed September 15, 2017).
[9] Bujanauskienė, V., et al. (2015). Pilietinių galių stiprinimas. Pilietinės visuomenės institutas, Vilnius.

The aim of the paper is to propose the method by which a teacher could include the issue of values into the process of learning/teaching professional English as well as to show how values like lawful and professional conduct, respect for people, fairness and impartiality, compassion, etc. can be taught via developing different skills such as listening, reading, speaking and writing of the language learnt/taught.

The objectives of the research are as follows: a) define the concept and significance of values b) describe value-based teaching c) introduce how human values can be incorporated into the curriculum of the professional English language.

Methods used: review of literature and scientific publications, observation.

VALUE-BASED EDUCATION

Value-based education encompasses universal values that are known and maintained by all human beings. Such education implies training of an individual to behave in an appropriate way as well as formation of his/her habits on the basis of certain values. Value-based education as such primarily focuses on maintaining positive relationship with people achieved via respect, tolerance and collaboration.

The curricula of value-based education are based on the values, which emphasize holistic approach and students' responsibility. It encourages a person to lead harmonious life and its friendly relationship with nature and other individuals. However, advancement of technologies and science has recently led to devaluing process. Thus, it is essential to involve the youth in community life and societal problems.[10]

One may question the introduction of values into the process of education. The answer to those in doubt could be the conception of education as a preparatory step towards one's future career in the contemporary world. Today's education cannot be separated from global issues and social problems. Being educated means not only gaining knowledge of the subject or mastering the content but it also includes real-to-life situations that require a different type of knowledge and wider context.

The study focuses on the methodology of introducing values into the process of teaching professional English. Thus, the paper describes what methods should be used and how to apply them in reality, i.e. by learning/teaching professional English formally. It also explains the

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[10] Lietuvos Švietimo koncepcija, principai ir struktūra. Retrieved from www.mokslas.net/pedagogika/lietuvos-švietimo-koncepcija/ (Accessed October 2, 2017).

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correlation between development of one's reading, listening, speaking and writing skills and value-based education.

TEACHING VALUES THROUGH THE PROFESSIONAL ENGLISH LANGUAGE

Probably one of the most widespread methods to teach values via the English language is communication and introducing varieties of the language peculiar to certain regions. Bill Johnson states that "the essence of language teaching, like the essence of all teachings, lies in values".[11] On the other hand, value-based education does not limit itself only to speaking practice as it encompasses all linguistic skills.

Professional English classes create favourable conditions for value development due to specific content and learning activities. During classes students are mainly focused on improvement of their linguistic skills and proficiency via social activities such as dialogues, role-plays, discussions and debates as well as individual work like essay, letter and report writing. All these productive activities prepare students for specific situations that they may encounter in the future, for example, while studying or working abroad.

However, there is one problem related to coursebooks of the English language, which mainly concentrate on training of skills as they are published in English-speaking countries. Thus, they pay little or no attention to introduction of values. Focusing only on the content and the main purpose, which is to teach a language, they exclude value teaching, which is of crucial importance and should be included in the curricula of each country to develop responsible citizens.

The study is non-empirical. It only provides examples and instructions of how to include values in the content and aids of the professional English language, involving development of basic linguistic skills.

TEACHING VALUES THROUGH SPEAKING

Teaching of the professional English language focuses on development of one's speaking competence, which is improved by discussions, debates, dialogues, etc. It also implies the use of real-life situations addressing human values. In addition, the activities mentioned above often require acting or imitating. Thus, the students are supposed to be acquainted with the basic rules of communication, including tone and manner of speech, the register, etc. If they use the wrong

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[11] Johnston, B. (2003). Values in English language teaching. NJ:Erlbaum.

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tone, for instance, sound too rude, it is the teacher's responsibility to correct them by providing a suitable way to express themselves. In other words, value-based education starts playing its role here. Debates is another example where the significance of values is undeniable. Each participant is supposed to observe the rules of debates, based on respect towards each other. Moreover, during professional English lessons students discuss the issues concerning human values, i.e. tolerance, social problems, human rights, etc.

TEACHING VALUES THROUGH READING

Teaching of reading involves texts with a wide range of universal topics about our world and values observed by the majority of its human beings. Teachers should put much effort into providing their students authentic texts from a variety of digital and printed sources.

Reading strategies such as scanning the text, skim-reading, finding the details and clues as well as summarizing the main ideas can be developed while analyzing texts based on value content.

Stories describing real-life situations and based on a variety of characters give students knowledge about human relationships. They explicitly show the patterns of human behaviour in different life-like situations and implicitly render human values and morals. As a result, taking them into consideration, students try to improve their own behaviour and relations with other people

TEACHING VALUES THROUGH LISTENING

While training one's listening skills, teachers should use authentic audio or video recordings, which are focused on human values common to all mankind.

The issues such as illegal immigration, child abuse, domestic violence, terrorism, corruption, human trafficking, etc. could be provided for students, which they reflect upon after listening. Afterwards the issues listened could be employed as the topics for role-plays or individual long talks.

Listening comprehension tasks may be focused on the issues discussed by the speakers that are relevant to the community as well as express agreeing or disagreeing in a polite manner on provocative topics. Afterwards the students are asked to reflect upon the information they have heard by gap filling, choosing the correct option, etc.

TEACHING VALUES THROUGH WRITING

Writing while teaching/learning professional English is often based on reading of certain texts. As it has been mentioned above, teaching of reading includes a variety of value-based texts and, therefore, writing reflects students' attitudes towards human values. These may include writing essays, crime reports, articles for a magazine on crime prevention measures, writing about a problem and suggesting solutions, preparing a crime map displaying information obtained or developed from received reports of criminal activity.

STRATEGIES TO LEARN VALUES THROUGH PROFESSIONAL ENGLISH LANGUAGE

In addition to all the skills, learning of professional English develops one's cultural awareness. It assists in promoting cultural tolerance and diversity. Beside to improvement of language acquisition skills, value-based teaching of the professional English language develops learners' emotional, moral and spiritual dimensions. The recommendations concerning value-based teaching of the English language are listed below:

1.   Provide students with a writing assignment, which asks them to reflect the text they have read from a different perspective including morals and human values.

2.   Ask the students to write a crime report based on their own experience by providing their analytical point of view emphasizing morals or values and their role during the incident or crime.

3.   Encourage learners to contemplate on controversial issues and observe how they express their attitude towards the values involved.

4.   Introduce students to current law enforcement issues, which imply involvement of moral correction. Simultaneously evaluate students' attitudes.

5.   Evaluate students' attitudes expressed via oral communication.

6.   Promote cultural diversity and intercultural sensitivity of your students by introducing them to the situations which require direct involvement and empathy.

7.   Involve your students into discussions, debates and brainstorming activities which encompass cross-cultural situations and experiences to train your students to be more responsible by implementing the values for assuring security and public order in the society.

CONCLUSION

Value-based education encompasses numerous aspects, namely organization of the lesson, the content, the methods used and the assessment system. The article basically deals with the classroom content. It can be clearly noticed that teaching/learning of the professional English language is inseparable from value education. However, the values taught should be of universal nature, i.e. commonly accepted by all humanity. By value-based education teachers develop their students' emotional, moral and spiritual dimensions. It is important to note that values should constitute a part of the curriculum in the form of texts, video/audio recordings, communicative tasks, written assignments. Teachers may use the material on values that is already available or adjust it or even design new material to students' needs.

One learns a language more easily if different teaching/learning strategies are employed, which depend on learners' personality, learning styles, and a situation.[12] Therefore, in order to help students develop values during professional English practice a teacher should assure appropriate management of learning/teaching and communication strategies.

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VERTYBĖMIS PAGRĮSTAS PROFESINĖS ANGLŲ KALBOS MOKYMAS(IS) KAIP GLOBALIOS TAIKOS PALAIKYMO VEIKSNYS

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S a n t r a u k a

Užsienio kalbų mokymas(is) neturėtų remtis vien tik kalbinių gebėjimų ugdymu. Būtina atsižvelgti ir į kitus veiksnius, tokius kaip moralinės ir etinės vertybės. Straipsnyje pabrėžiama vertybinių nuostatų ugdymo svarba studentus mokant profesinės anglų kalbos Mykolo Romerio universiteto Viešojo saugumo fakultete.

Pirmoje straipsnio dalyje pateikiama vertybių samprata ir reikšmė, apibūdinamas vertybėmis pagrįstas mokymas(is), besiremiantis morale ir vertybėmis, kurios yra visuotinai pripažintos ir vertinamos.

Antroje straipsnio dalyje pagrindinis dėmesys skiriamas profesinei anglų kalbai kaip veiksmingai priemonei, padedančiai būsimiesiems teisėsaugos pareigūnams plėtoti asmenybę intelektualiu, moraliniu ir emociniu požiūriu, glaudžiai susijusiu su būsima jų veikla, pvz. taikos palaikymu. Pratybų metu studentai turi galimybę ugdyti savo vertybes, prisidėdami prie produktyvios, sveikos ir taikios visuomenės kūrimo. Straipsnyje pateikiami keli praktiniai pasiūlymai studentų vertybių ugdymui(si) atliekant skaitymo, rašymo, klausymo ir kalbėjimo užduotis.

Paskutinėje straipsnio dalyje pateikiamos tinkamą vertybėmis pagrįstą užsienio kalbos mokymą(si) skatinančios strategijos, kurios padeda studentams tobulinti savo vertybines nuostatas, reikalingas bet kurioje tarnybinės veiklos srityje, - tiek tarnybos, tiek ne tarnybos metu.

Apibendrinant galima teigti, kad profesinės užsienio kalbos mokymas(is) yra neatskiriamai susijęs su besimokančiųjų pamatinių pilietinių vertybių ugdymu, sudaro sąlygas asmenybei skleistis, ir gali prisidėti prie pasaulinės taikos.

Pagrindinės sąvokos*: anglų kalba, vertybės, įgūdžiai, gebėjimai, startegijos

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