

The Dilemma of Value Education in Britain and Its Referential Research

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Abstract: The value education and national progress in the development of a country play a key role for flag orientation. Before the foundation course reform, value education has always been subordinate to moral education, lacking explicit theories foundation and concrete implement path. This article through inspects the value education facing the outstanding problems in the process of development, further analysis the British in deciphering the various measures taken by the real problem, based on this, summarizes the important revelations of British value education to China's value education.

1. Introduction

Value education is the inherent requirement of ideology construction, which can plan the course for national development and social progress. As the first country to step into the modernization process, British value education has a long history and unique characteristics. It has accumulated rich experience in the theoretical research and practical exploration of value education, providing a reference mirror for China to carry out value education.

2. Prominent Problems in the Education of British Values

In the process of Britain's modernization, value education has met the needs of Britain's historical development, has rich practical experience and theoretical achievements, and formed its own unique value education system. However, in Britain, as in other countries, value education has experienced more or less setbacks and confusion in its long development process, influenced by its historical and cultural traditions, the development of political system, the promotion of educational reform and other factors. Among them, the most representative is multi-ethnic culture, which makes it difficult to form a value consensus. Due to the lack of unified national curriculum and supporting textbooks, value education is marginalized, and schools and teachers have no time to pay attention to value education under the pressure of educational liberalization and reform. Over time, the following prominent problems have arisen in British values education.

First, it is difficult to form common value identification through the exchanges of diverse ethnic cultures. With the progress of global modernization, the development of countries in the world is increasingly inseparable from each other's cooperation. Cultural exchanges among nations and mutual learning among civilizations have gradually become a global consensus. Britain, as the birthplace of capitalism has a long history and culture tradition, but four areas within Britain and unity of ethnic identity problems not well for a long time, "in addition to English, the other three

areas are to a certain extent, lack of British identity, national identity and regional identity and national identity than at a disadvantage.” [1] Due to the complexity of the history and cultural tradition of various regions in Britain, the British value identity has the characteristics of multi-nationality and multi-culture. On the one hand, “the concepts of regional culturalism in Scotland, Wales and Northern Ireland have been constantly expanding, especially since these three regions were independent sovereign countries in history. Even after being incorporated into the United Kingdom, the nationalist consciousness has not disappeared, but has shown an active trend in recent years.” [2] On the other hand, different regions and ethnic cultures have always maintained their own characteristics, and with the prevalence of nationalism, all regions and ethnic groups in Britain pay more attention to their own culture and ethnic values. Contradictions and conflicts of identity continue to threaten the legitimacy and development of civic education. The heterogeneity and difference of culture and values make it difficult to realize common value identification.

Second, there is a lack of unified national standards for values curriculum materials and classroom teaching. After the Second World War, the British education administrative system was reformed, then the Education Act of 1944 was issued, which clarified the central and local education administrative duties, stipulated the curriculum management and the educational policy framework under which the local education authorities have jurisdiction. In fact, it entrusts the control of specific curriculum content to the school and the teacher. Therefore, school curriculum, teaching plan, teaching material adoption and teaching method are regarded as the school's own affairs, and the school tends to offer exam-oriented education courses such as mathematics, geography, history and natural science, and rarely offers citizenship education courses. In addition, British primary and secondary schools do not have national uniform citizenship education textbooks, and the development of textbooks is mainly responsible for book publishers. The government has no requirements on the qualification of textbook writers, and any institution and publisher can compile textbooks, and the selection and use right of textbooks are mainly concentrated in the hands of schools and teachers. Britain did not specifically on textbook publishing press, the government is also the basic not to interfere in the writing of the primary and middle school teaching material development and distribution process, also does not have the specialized textbook examination and approval system, lead to appropriate textbooks marketability breath comparison, textbook development diversification, dense materials have different variety, the structure of the teaching material content is different. Due to the lack of uniform standards in school teaching and curriculum materials, the specific teaching content of value education needs to be designed by schools in different regions according to their own conditions.

Third, the education liberalization reform squeezes the value education space. Since the mid-1980s, the liberal reform of education in Britain has been intensified after the Conservative Party represented by Margaret Thatcher came to power. The main aim is to transform Britain's school system from a public service to a market product, and to shift the power of local authorities to central government. Its reforms embodied in the Education Reform Act of 1988, one of the core guiding principle is “to the principle of education field is introduced into the market or competition principle, namely according to the thought of new liberalism, the parents and school respectively as ‘consumers’ of education service and ‘producers’, and change producers as the center of the traditional education, in giving parents as consumers more options at the same time, reduce government intervention in schools, in order to promote as a producer of competition between schools.” [3] After the introduction of market competition mechanism in the field of education, parents' right to choose schools has been continuously expanded. In order to maintain survival, schools must participate in competition and constantly adopt reform measures to improve the ranking of schools. In terms of curriculum setting and teachers' enthusiasm for work, it is difficult to carry out value education, which further increases the difficulty of the specific implementation of value

education.

3. The Main Measures to Solve the Dilemma of Values Education in Britain

In the face of various difficulties in the development of value education, Britain has fallen into a state of confusion and exploration. To solve the current dilemma, successive ruling parties have made efforts and attempts to pay more and more attention to the cohesion of the country's core values, hoping to cultivate active citizens to realize the identity and common values of modern Britain. The British government has issued relevant policy texts, reintroducing curriculum setting and management authority to the central level, and further implementing the national unified curriculum to regulate the value education of schools in different regions. Through the integration of social education resources, enrich the way of values education. According to the characteristics of educational resources, different forms and degrees of participation should be carried out to help the development of school value education and realize the unity of value classroom teaching and extracurricular practice. So the root cause of the various difficulties in the development of value education should be made clear in order to seek appropriate remedy to solve the problem.

First, value education lacks common value identification. After the Blair government came to power in 1997, the discourse on core values became a barometer of the political situation. "Expressions of these values include: fighting poverty and unemployment, ensuring justice and opportunity, and building a compassionate society; fair play, creativity, tolerance and access to the world; democracy, the rule of law, tolerance, equality, respect for the state and its common heritage; a strong sense of national identity, a passion for freedom and responsibility, an innate respect for tolerance and fair play; as a concept of responsibility to consolidate good neighborliness and to remember the virtues of the public sphere and public service, etc." [4] In civic education, Britain began to cultivate the citizen as the value orientation, pay attention to citizen's power and responsibility, at the same time the government took a series of policy gradually fuzzy played down within countries due to ethnic or racial, history and culture and daily language differences and different, it emphasized the national political system and values to the whole country, the national identity in the priority. The British government tried to replace national identity with constitutional identity and value identity, so as to strengthen national identity. Outstanding individuals in the civic education from civil rights to downplay individual with racial and ethnic identity, the identity of various ethnic communities into a personal problem, individual personally participate in national politics, social life, has weakened the national and regional identity, and its general under the national political identity, form the political integration of the situation, to speed up the process of integration of domestic nationalities, tries to make its national identity gradually rise against the state and become the common values.

Second, there is a lack of unity between values teaching and curriculum materials. In 1988, the British government began to implement the national unified curriculum, centralizing the primary and secondary school curriculum setting and management from the hands of teachers and local education authorities to the central level, and requiring schools to promote the spiritual, moral, social and cultural development of students. In 2000, the British Qualifications and Curriculum Authority promulgated the Citizenship Education Curriculum Standard "British national curriculum: citizenship", which integrated the citizenship education at the primary level into the personal, social and health education curriculum, and implemented the citizenship education at the secondary level as the statutory non-core curriculum. The new national curriculum, which came into effect in 2014, stipulates that key courses 3 and 4 take citizenship education as compulsory courses, but does not require students of key courses 1 and 2. The British Ministry of Education has set the overall goal of citizenship education as to teach students knowledge, skills and understanding and prepare them for

the full and active role of citizenship in social life. In addition, since the implementation of national unified course started in 1988, elementary and middle schools civic education textbook mainly based on the national syllabus, at the same time reference of primary and middle school students to participate in the various test graduate class, by the in-service teachers of primary and secondary schools, education research institutes of full-time staff, on the whole forming test and course outline leading the teaching material content.

Third, the space of value education is facing the problem of continuous compression. Values education should be integrated and infiltrated into school curriculum and extracurricular activities, so that civic education, religious education and Personal, Social and Humanities Education (PSHE) education involve values education to some extent. The course of civic education is a national statutory compulsory course in key courses 3 and 4. Religious education has a long history in Britain, and has always been an important way to implement values education in the UK. Both the national curriculum in 1988 and the revised versions of the national curriculum have retained the content of religious education. In 2012, the national curriculum outline stipulated that citizenship education for students with key grades 1 and 2 should be included in PSHE curriculum. In addition, Britain attaches great importance to the development of curriculum auxiliary resources, such as the BBC school and Cambridge University Press. Develop educational space resources, such as museums, urban learning centers, art galleries, etc. Develop educational resources, such as film association, dance training center, etc. Among them, "BBC online learning resources provide information for schools, teachers, students, parents and other receptors, and video and other educational resources, especially for schools and students, further link educational resources with school curriculum, and provide supplementary content of related subjects and sections." [5]

4. The Enlightenment of British Value Education

China's social development has reached a new historical juncture. Against the background of the new era, general secretary Xi Jinping has put forward that the great rejuvenation of the Chinese nation cannot be achieved without the cultivation of new people in the era, nor can it be achieved without the continuous struggle of generations of young people. Young people in the new era should have ideals, ability and responsibility. The stand or fall of values education effect relates to whether the students can set up firm ideal faith, values education in the UK has a history of hundreds of years, with the changes of the British social development, and constantly enrich the values education since the implementation of effective, provides the driving force for the development of British society, effectively promote the country's dominant ideology, help students to set up the positive moral personality, enhances the student to the democracy, the government and the law of acute awareness and understanding ability, encourage students to become responsible citizens in the social life.

First, establish an effective evaluation system. "The theory of school evaluation has gone through four stages: the age of measurement, the age of description, the age of judgment and the age of construction." [6] Developing values education should emphasize developmental evaluation, evaluate students' learning and growth track from multiple dimensions, and provide evidence to judge students' knowledge, skills and understanding. Stick to the combination of process and summative evaluation. Teachers can use the archives to record students' periodic gains as the basis of process evaluation, and conduct summative evaluation at the end of each stage of students' learning plan. Adhere to the national evaluation and the combination of school-based evaluation, use the national examination test students in the key period of learning harvest, school-based evaluation including self-evaluation, mutual evaluation and student teachers, teacher evaluation is mostly penetration in every link of teaching and learning, teachers and students learning goals and standards, are analyzed and illustrated with timely feedback. In the process of students' self-evaluation and

mutual evaluation, teachers should clearly tell students the standard of evaluation of learning achievement, let students clearly understand the learning goal and the significance of completing the learning goal, and promote students to become independent learners.

Second, implement the integrated training system of teacher induction and career development. Before formal induction, teachers of civic education must attend induction training to ensure that they have all the basic skills and abilities required by teacher qualification, so as to help them smoothly transition to the career of teachers. During the induction training, the school will provide a tutor for each new teacher, who is responsible for personalized supervision and guidance. The tutor should listen to the new teacher's lessons regularly, observe his performance in teaching practice, discuss with the new teacher about the observation results, and propose timely and constructive suggestions for improvement. The James report, published in 1972 (the full name is the Report of the Commission of Inquiry into Teacher Education and Teacher Training) integrates pre-service and post-service teacher education into one system and emphasizes the importance of on-the-job training. The British government also set up a special training fund to encourage teachers to actively participate in on-the-job training, such as “best practices research bonus” and “professional bonus scheme”. On-the-job training for teachers has various forms and subjects, including face-to-face training and distance training, training for higher education institutions and primary and secondary schools, as well as long-term and short-term training, seminars and demonstrations.

Third, schools are the main front for the development of values education, but values education is an important and complex task that requires the participation of different subjects such as schools, families, communities and governments, and the joint efforts of institutions and organizations at different levels to create a good atmosphere and a suitable practice field for values education, fully integrate and utilize social educational resources. Civic education should make full use of various social resources, according to the characteristics of different educational resources, let different educational resources to participate in and access to school civic education in their own convenient forms and degrees. On the one hand, we can combine the theoretical study of civic education with practical exercise, break through the limitations of classroom and campus, and provide more learning space and practice places for students with the help of social practice resources such as museums, art galleries, planetarium and urban planning museum. On the other hand, through the development of a wide range of extracurricular activities to enhance students' civic education practice ability, students can exercise their personal character in visiting activities, outdoor adventure, group learning, sports events, and develop the sense of cooperation and service. For example, the British film association launched and implemented the film education action plan to develop students' critical appreciation and creative talent for film culture, and to attach importance to the inheritance and promotion of British traditional culture.

In a word, British values education has formed its own unique style in the dimension of education evaluation, teacher training and integrating social education resources, which provides useful reference for our country to carry out values education. Through the construction of a strong team of teachers to work hard, in the effect of education reflection, and on the basis of integrating educational resources, efforts have been made in the work. This not only reflects the concern about individual survival and social development, but also shows the concern about the future of the country and the destiny of the Times.

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