

Values Clarification Teaching Method in Environmental Values Education

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Abstract: The Values Clarification Approach to Teaching focuses on values education, helping people reduce value confusion and promoting the formation of unified values through the process of evaluation. The value clarification pedagogy believes that teachers cannot teach values directly to students, but can only help students form a value system that is appropriate for them through methods such as analysis and evaluation. Environmental values education, on the other hand, uses value analysis and value clarification to analyze and clarify one's own values and value judgment patterns so that learners can develop the ability to think critically and make decisions to effectively solve environmental problems in society.

Keywords: Value clarification teaching; Environmental education; Environment value education

Introduction

The values clarification approach inherits the progressivist idea of teaching morality not only by the teacher's words and examples, but also by the resonance of values with the students. In particular, it accepts the main idea of developing children's moral cognitive judgment and the spirit of humanistic moral education, based on respect and understanding of students, giving them choices and developing their own abilities to accomplish values education.

The process is based on avoiding didacticism and promoting the use of reasoned reasoning in determining values. The purpose of the process of value clarification is to enhance value choices that empower reason through a process of selection, praise, and practice.

There are many moral dilemmas of conflicting values in environmental ethics, such as the discussion of respect for the value of life as an individual and the value of ecology as a whole, which can be taught through value analysis and value clarification.

1. Value Clarification Teaching Method

One of the goals of values clarification is to enable people to acquire a sense of values that enables them to adapt in a satisfactory and wise way to the ever-changing world in which they live. Thus, values are not a fixed view or a timeless truth; they are a guide based on the social experience that individuals experience firsthand. ^[1]

2. Value Clarification Teaching Method in the classroom

Values Clarification theory first emerged as a pedagogical approach in the 1920s, was adopted by progressive education, and evolved into a school of moral education in the 1960s. Its founder was Louise Rath, a professor at New York University's College of Education. ^[1]

Teachers use specifically designed methods and exercises in the classroom to help students clarify values by creating a non-threatening and non-coercive dialogue environment that helps students apply the evaluation process in their lives and apply them to existing beliefs and actions .

Value clarification can be defined as an approach that uses questions and activities to teach the evaluation process and, moreover, to help people become skilled in applying the evaluation process to value-rich areas of their lives. Value clarification pedagogy requires respect for students' status, triggers student initiative, is also highly practical, and is generally welcomed by teachers and students .

Value education is the process by which educators purposefully and systematically translate values and moral norms into individual consciousness and moral qualities. Value education by means of direct orders and mechanical imitation of norms is rarely

effective in the development of students' character. S. Simon et al. proposed seven steps for establishing values, which involve cognitive, affective, and action factors, but focus on emotions and feelings. [2]

3. Environmental Education

With the development of economic and social development, resulting in the overuse of many natural resources, the ecological environment is deteriorating. Facing the increasingly serious environmental problems, the international community has reached a consensus to raise people's environmental awareness through publicity and education. [2]

The Stockholm Conference on the Human Environment in 1972 was the beginning of the global environmental education movement, emphasizing the use of an interdisciplinary approach to environmental education at all levels of formal and non-formal education. Subsequently, environmental education began to be reflected in the work of national governments and evolved into a global environmental education initiative. [2]

In 1977, UNESCO and the United Nations Environment Program convened an intergovernmental conference on environmental education in Tbilisi. The conference noted that "by its very nature, environmental education has a contribution to make to the renewal of the educational process". The Tbilisi Conference was a milestone in the history of environmental education, which broke through the knowledge-based character of environmental education and clearly stated that the objectives of environmental education included five aspects: awareness, knowledge, skills, attitudes and participation, and established a basic framework for the development of environmental education. [2]

In 1987, the World Commission on Environment and Development (WCED) released "Our Common Future" and in 1992 the Earth Summit proposed Agenda 21, making environmental education an essential general knowledge for the world's citizens and an international shared responsibility. [2]

Environmental education is an educational activity that is carried out with the purpose of solving environmental problems and realizing sustainable development, improving people's environmental awareness and ability to participate effectively, and popularizing the knowledge and skills of environmental protection, using education as a means. Environmental problems are problems arising from population growth and the development of modern technology. [2]

4. Environmental Values Education

The goals of environmental values education should include a basic understanding of environmental ethics, acquiring skills in environmental practices in daily life, and developing a positive attitude toward the environment. A positive environmental attitude should include: respect for animals, respect for the value of life as an individual and the value of the ecology as a whole, respect for the environment in the mind, and respect for the practice of daily life.

The following educational strategies can be adopted for the implementation of environmental value education: (1) matching the moral development stages, and (2) focusing on value analysis and value clarification. [2]

5. Align with the ethical development stages

The content of environmental values education is appropriate to the stage of moral development. For example, Kohlberg's moral development theory is a widely used segmentation and classification method. It is important that we give appropriate environmental ethics education content according to the stage of moral development.

For example, in Stage 1: The Punishment and obedience orientation: Behavior that goes unpunished is good behavior. And Stage 2: The instrumental relativist orientation: Behavior that satisfies one's own needs or the needs of others is good behavior.

Therefore, children who abuse insects, birds, and small animals should be appropriately punished, and children who love insects, birds, and small animals should be appropriately rewarded. Through moderate punishment and reward, children will know the right behavior.

Another example, in Stage 3: The interpersonal concordance or 'good boy-nice girl' orientation: obey the tradition and try to be "good boy-nice girl". And Stage 4: The law and order orientation: Behavior that obeys the law and maintains social order.

At this point, we can refer to Taylor's principle of "respect for nature". Taylor proposes four general obligations and rules: nonmaleficence, noninterference, fidelity, and restitutive justice. Furthermore, Taylor proposes five priorities when there is a conflict of interest between humans and other creatures: self-defense, proportionality, minimum wrong, distributive justice, and restitutive justice. Taylor's principle of "respect for nature" is suitable for learners who can comply with laws and maintain social order as part of their education on environmental values.

Finally, in Stage 5: The social legalistic orientation: to respect human rights and social contracts, but not to adhere to rules and regulations, and to apply and amend laws in a reasonable manner. And Stage 6: The universal ethical principle orientation: The ability

to use thought and conscience to establish appropriate ethical principles, and to act in accordance with the universally accepted ethical principles of justice and respect.

At this point, all environmental values education content can be taught and discussed, for example, using value analysis and value clarification methods that allow learners to analyze and clarify their own values and value judgment patterns. For example, the discussion of the doctrine of efficiency and deontology as a basis for environmental ethics, the discussion of respect for animal rights, and the discussion of respect for the value of life as an individual and the value of ecology as a whole, among other topics.

6. Focus on value analysis and value clarification

The purpose of value analysis and value clarification is to enable learners to analyze and clarify their own beliefs and values in their lives as a basis for value judgment and to develop a positive attitude toward the environment. ^[3]^[4]

Through value analysis and value clarification, learners analyze and clarify their own values and value judgment patterns, enabling them to develop critical thinking and decision-making skills to effectively address environmental issues in society. ^[5]

Conclusion

The values analysis approach and the values clarification approach can be applied to enable learners to analyze and clarify their own values and value judgment patterns. This can be done by teachers providing moral dilemmas involving value conflicts and discussing solutions to the dilemmas, as well as the rationale supporting the solutions.

Environmental There are many ethical dilemmas of conflicting values in ethics. For example, discussions of animal rights, discussions of respect for life, discussions of perceptions of human capabilities and roles, and discussions of respect for the value of life as an individual and the value of ecology as a whole are all topics that can be taught through the value analysis and value clarification approaches to environmental values education.

The teaching should cultivate students' correct values and environmental consciousness, and conduct environmental education with an action-oriented approach, so that education can lead to the formation of behavior patterns conducive to sustainable development. Value education in environmental education focuses on the establishment of sustainable development values, and the promotion of action. In order to solve the environmental crisis, environmental value education is necessary to make people re-examine the value and meaning of human existence, so as to form the value of harmonious coexistence between human beings and nature.

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