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- **Introducción:** Las sociedades contemporáneas que aseveran ser democráticas y abiertas, son caracterizadas por su interés permanente hacia los valores de sus ciudadanos y tienden a fortalecer y consolidar las funciones democráticas de sus instituciones. Esta nueva visión del mundo tiene un favorable impacto en el sistema educacional, afirmando que, si los valores no se defienden, no habrá una sociedad con cultura democrática, justicia social y ciudadanos satisfechos con mejores estándares de vida. En Cuba, la formación de valores es primordial, siendo reconocida como un componente del sistema de trabajo en la escuela, preparando a los estudiantes para la vida. En la secundaria básica es relevante la formación de valores, pues su principal objetivo es el alcance del desarrollo de la personalidad y la formación integral de cada educando.
- **Métodos:** En un estudio exploratorio sobre la realidad educativa en la secundaria básica 23 de diciembre en Sancti Spiritus, se aplicó métodos científicos pedagógicos del nivel empírico: como la observación científica, la encuesta y la entrevista para obtener información sobre el tratamiento y desarrollo de la educación en valores en la clase de inglés en los alumnos de 7mo grado. Teniendo en cuenta el resultado, algunas potencialidades y dificultades fueron detectadas, por ello es necesario continuar la búsqueda de alternativas dirigidas a mejorar el proceso de enseñanza-aprendizaje en el idioma inglés en la secundaria básica 23 de diciembre para el desarrollo de la formación de valores a través de clase de inglés.
- **Resultados:** El diagnóstico realizado permitió identificar las principales fortalezas y debilidades de los estudiantes, en base a este resultado se crearon 10 propuestas de actividades para corregir los problemas encontrados.
- **Conclusiones:** La propuesta de actividades que se plantea, se ajusta a las

debilidades y requerimientos de los estudiantes. De esta forma, la realización de estos ejercicios permitirá desarrollar valores en los educandos que garanticen la formación de una sociedad más culta y preparada.

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Quote:

*“We may not be able to prepare the future for our children,
but we can at least prepare our children for the future”.*

Franklin D. Roosevelt

Dedication:

- For all the people who have contributed to my formation process, this is the best way to reward:
- To my consanguineous and affinity family, they have helped and supported me all the time. To my parents because they are models of my profession, guiding me to choose my future profession.
- To my wife, for all her patience and the time she devoted to me for helping with my technological problems.

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- To each of my teachers because they have contributed to my formation as a teacher.

Abstract.

This major paper makes a bibliographical analysis of the theoretical and methodological bases about speaking skill in the English lessons in seventh graders. This research takes into consideration different scientific theoretical positions from different authors about values fostering. This paper is aimed at evaluating the effectiveness of didactic games applied to achieve the development of values formation through the English as a foreign language in seventh graders at 23 de diciembre Junior High School. During the research, scientific methods were used like: historical and logical analysis, inductive and deductive and the synthetical and analytical methods, scientific observation, survey, interview and pedagogical test. This paper is structured in abstract, introduction, development, conclusion, recommendations, bibliography and annexes. The importance of the topic and the theoretical and methodological design of the investigation are taken into account. Up-dated bases of the theme are stated. Didactic games to develop education in values in seventh graders are applied.

Résumé.

Ce projet de recherche fait une analyse bibliographique des supports théoriques et méthodologiques à propos de la éducation en valeurs dans le cour d 'anglais. La présente recherche propose de différentes positions théoriques des auteurs sur la éducation en valeurs et elle a comme objectif d'évaluer l'effectivité de quelques activités didactiques appliqués pour améliorer le développement de la éducation en valeurs en cours d'anglais comme langue étrangère à la septième année à l'école secondaire 23 de diciembre. Pendant le processus de recherche, l'auteur a employé quelques méthodes scientifiques tels que l'analyse historique et logique, l'inductive et déductive, l'analytique et synthétique, l'observation scientifique, l'enquête, l'entrevue, et l'épreuve pédagogique. Ce projet est composé par un résumé, l'introduction, le développement, les conclusions, les recommandations, la bibliographie et les annexes. L'auteur prend conscience de l'importance du sujet et le dessin théorique et méthodologique de la recherche. En plus, il déclare les théories les plus actuelles à propos du sujet pour employer quelques activites didactiques pour développer la éducation en valeurs chez les étudiants de la septième année.

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INTRODUCTION

Contemporary societies that claim to be democratic, open and plural are characterized by their permanent interest achieved in their citizen's values that tend to strengthen and consolidate the democratic functioning of their institutions each day. It's clear and defined purpose is to increase the levels of personal and collective satisfaction of its citizens, thus contributing to their progressive dignity, while increasing their levels of happiness and, therefore, of good life.

This new vision of the world is having a favorable impact on the educational level, as it seems that there will not be a society of democratic culture, social justice and, consequently, of a satisfied citizenship, with better living standards, if this culture is not defended, assumed and processed in the school, within the framework of the values of dignification and human coexistence. The development and cultivation of democratic values becomes a necessity, a right and an obligation of all the institutions of our society that are dedicated to the formation of citizenship.

The construction and strengthening of a culture of human coexistence must have as its central axis the formation of citizenship in education in values, and the school as an axis of direct impact, with the purpose of increasing democratic bases and coexistence in society, promoting better educational conditions and making community life more humane. The educational authorities, teachers and students have the difficult task, as an obligation, of making the school the optimal and dialogical space for the construction, in freedom, of an autonomous, fair, balanced and solidary citizenship, for a free, independent, sovereign and democratic society, as contemplated in the Constitution of the country; but that it is also an

open, plural and social justice society, framed in an international order of respect for human rights and dignified coexistence among its citizens.

Educating in values means to contribute to the integrating function of the individual by assessing the contradictions of motivation and interests.

Education in values must contribute to the internal tendency of the personality to integrate and harmonize internal and external factors and its autonomy, that is, to self-regulation on the basis of conscious aims, which is, of course, in interaction and depending on social reality.

The internalized values form the essence of the personal representations model, constitute the content of the meaning of life, and the conception of the world, allow the understanding, interpretation and assessment of the subject and provide the possibility of defining the integrated life project by objectives and purposes for social activity.

Values are not taught and learned in the same way as knowledge and skills, and the school is not the only institution that contributes to their training and development. Another peculiarity of education in values is its intentional, conscious and willful character, not only by the educator, but also by the student, who must assume this influence from his culture, and be willing to change. Hence the importance and need to know not only the ideal model of education, but the characteristics of the student in terms of their interests, motivations, knowledge, and attitudes, which are not isolated from the influences of the environment. A clear understanding of the objective limits of the environment, of the model to which society aspires and of the subjectivity of the student allows to better direct the educational actions and to give a correct meaning to the content of the values to be developed.

In Cuba, the formation of values constitutes a priority of the educational system when it is recognized as a component of the School's Work System, which attends it as part of the preparation of man for life, as the subject's need from birth to be able to develop and insert coherently in each of the stages through which his life in society travels.

The revolutionary transformations that took place in Cuba since the triumph of the Revolution triggered a process of substitution of the old values, inherited from capitalism, by others derived from the socialist character of the new society being built. Among those values, it is

necessary to highlight collectivism, patriotism, internationalism, solidarity, the spirit of sacrifice, justice, modesty, as well as a new attitude towards the work and position of women in society, so that it is necessary to strengthen the formation of the new values in the new generations through a solid process of assimilation, in which they affect both the cognitive (the learned and the known) and the affective, raising the importance of such an important pedagogical task entrusted to the school in the formation of a new generation characterized by the values and orientations of socialism's own values in children and adolescents giving priority, among other things, to the family, despite the absence of a systematic plan of educational action in that sense.

The education of values has a great importance for the development of the socialist personality of young people, because they achieve that they assume a correct participation in the construction of a new society and are based on the guiding trends that give the subject the sense of their life and steadily guide their conscious activity as well as the attitudes and values that are formed and developed until they become their controlling regulatory nucleus, which characterizes mature adults as a result of a complex training process and has a double significance as a driving force of behavior: on one hand, they provide guidance for decision-making at the level of the whole society and, on the other hand, they are an orientation for personal or individual decision-making. Therefore, the education of values must be the reflection and expression of true relationships that constitute important regulators for the life of men.

For the education of personality in ethical-moral values in today's National Education System, dignity, patriotism, humanism, solidarity, responsibility, industriousness, honesty, integrity and justice are considered fundamental values.

Cuban school in the current circumstances has the objective of the construction of the new socialist consciousness and education of the new man, bearer of it and creative director of Cuban society in the coming years. This is concretized today in the formation of a citizen aware of the complex problems that affect the very existence of the human species and the world in which we live and the need for its eradication and control, with a solid National identity and defense of socialism, which are based on an ethic rooted in the Martinian and Marxist-Leninist thought, with high levels of their spirituality and of understanding social and

domain needs of the foundations of science and technology and of dialectical thinking materialist to guarantee a creative and transformative action.

The education in values in the secondary school is relevant because it has as its main goal the achievement of the development of the personality and the integral formation of each educating from 12 to 15 years, with a higher level of consolidation in the systematization and expansion of the contents of the educational process, with a scientific research thought, in correspondence with the patriotic, civic and humanistic ideals of the Cuban socialist society in its prosperous and sustainable development, expressed in their ways of feeling, thinking, acting, according to their individual particularities and interests, aspirations, social needs and higher forms of independence and regulation providing an active participation of students and organizational tasks, which will allow them to gradually assume a scientific conception of the world.

There have been several researchers who have deepened into the subject of education in values, which have contributed to the field of didactics of alternative foreign languages aimed at perfecting the study and learning of the language being studied. Among those that stand out: (Brezinka (1990), (Amador Martínez Amelia. Havana. Editorial People and Education, 1995), (D'Angelo 1996). (José María Parra Ortiz Complutense University of Madrid 2003). The teaching of values in a different way in the English lesson has become a challenge for teachers in the language teaching area. To foster values in the students is a great responsibility for teachers who must ensure a conscious and enjoyable learning, clearly to know the objectives of the subject program, to select materials that stimulate active participation and developer learning, stimulating and ensuring the increasement of values for growing educated citizens.

- In the exploratory study about the educative reality at 23 de diciembre Junior High School from Sancti Spíritus municipality, after applying pedagogical scientific methods from the empirical level such as scientific observation, the survey and the interview to obtain information about the treatment and development of education in values in the English lesson in 7th grade students, some potentialities and limitations related to this topic were detected:

Potentialities:

- The existence of bulletin boards which contribute to the formation of values in the students
- Students show respect towards their teachers which guarantees harmony in the teaching process.

Limitations:

- There is a lack of work in relation to values Education in English lessons.
- Lack of didactic material for values Education teaching.
- There are dysfunctional families which affect the assimilation of new values.

For these reasons, it is necessary to continue the search for alternatives aimed at improving the teaching-learning process in the English subject at 23 de diciembre Junior High School for the development of values formation through the English lesson in 7th grade students.

The following **scientific problem** is stated:

- **How to increase values education through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city?**

Aimed at solving the previous scientific problem the **objective** of the following research is presented:

- **Objective: To propose teaching activities to increase values education through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city?**

To fulfil the proposed objective, the following **scientific questions** were formulated:

- **1 Which are the theoretical and methodological groundworks that sustain the teaching of values through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city?**
- **2- What is the current state of values Education through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city?**

- **3- What proposal of teaching activities can contribute to increase education in values through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city?**

In correspondence with the scientific questions, the following **scientific tasks** were carried out:

- **1- Determination of the theoretical and methodological groundworks that sustain values formation through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city.**
- **2- Diagnosis of the current state of values Education through the English lesson in 7th grade students from 23 de diciembre Junior High School.**
- **3- Elaboration of teaching activities to increase values education through the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spíritus city.**

In this research work, the following **scientific methods from the theoretical level** were considered:

- **Historic - Logic:** It is taken into account to state the history and evolution of the teaching-learning process of foreign languages, and the evolution of the applied methods for the development of values formation in the English language.
- **Analytic - Synthetic:** It allows the analysis of different sources and theoretical positions departing from the current state of the development of the education in values in the English language, and it also states the proposal of teaching activities **in order to** contribute to the development of teaching of values through the English lesson from 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city
- **Inductive-deductive:** It allows drawing generalizations about the student's peculiarities when making the integral diagnose of the development of the education in values in the English lesson.

The following **methods from the empirical level** were considered:

- **Scientific Observation:** To verify how the teaching-learning process of the English language is developed, and the different strategies teachers use for the development of the education in values in the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city
- **Interview:** To determine the teachers' interests and knowledge to develop the education in values in the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city.
- **Survey:** To diagnose the values of the students through the English Language and the abilities they have to express in English.

The following **techniques** have been employed:

- **Pedagogical Tests:** To determine the development of the education in values in the English lesson in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city.
- **Documentary analysis:** To assess the main objectives of the syllabus and the methodological treatment of the education in values in the English lesson in the leading documents of the English subject in 7th grade.

With the aim of calculating and obtaining the percentage of the following **method from the mathematical level** was used:

- **Percentage analysis:** It allowed the quantitative and qualitative interpretation of the results obtained in the application of the different techniques and instruments, and showed the collected information.
- For the development of this research, a **population** composed of the 290 students from 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city was selected.

The **sample** is made up of 24 students from the 7th grade, class 7.1 from this school. It was intentionally selected taking into account that the characteristics from this group are similar to the other groups.

The **scientific novelty** lays on the proposal of teaching activities with an increasement of complexity level of the action which responds to the diagnosis of the educative reality to increase values formation through the English lesson in students of 7th grade from 23 de diciembre Junior High School in Sancti Spiritus city.

DEVELOPMENT

THEORETICAL AND METHODOLOGICAL GROUNDWORKS FOR THE EDUCATION IN VALUES THROUGH THE ENGLISH LESSON IN JUNIOR HIGH EDUCATION.

Taking into account that this research paper is directed to the development of the education in values in the English lesson in 7th grade students, an analysis of the teacher's role in the leading of the teaching learning process of the English subject in secondary Education is made, making emphasis on the kind of didactic actions they should follow and apply, taking into account the didactic of Foreign Languages in the Cuban context to contribute to the expected learning goal in 7th grade students from 23 de diciembre Junior High School in Sancti Spiritus city.

Education in values must contribute to the project of life becoming a model of life based on those personality orientations that define the fundamental meaning of your life, and that acquire a concrete form in accordance with the construction of a system of instrumented activities, which are linked to the possibilities of the individual and, on the other hand, the objective possibilities of external reality for the execution of these personality orientations (D'Angelo, 1996: 3), Brezinka (1990 , 121)

The education in values aims at the scope of a developed or developing personality, which is understood, by characterizing a specific individual where the system of processes and functions that form it are harmoniously structured, in a project of realistic life, where the conscious self-direction of the individual's efforts to achieve the development of their potentials in a creative way, as well as their participation in social activity in accordance with values of progressive content "(D'Angelo, 1996: 4).

According to Brezinka (1990,121), quoted by Quintana Cabañas (1998,234), education in values is a correction of liberal democracy in favor of certain essential civic virtues, and of the fundamental duties that individuals have with the community. (José María Parra Ortiz Complutense University of Madrid 2003)

After considering all the ideas previously mentioned, we can classify “values” as:

- Values are beliefs. But these beliefs are tied inextricably to emotion, not objective, cold
- Values are a motivational construct. They refer to the desirable goals people strive to attain.
- Values transcend particular moves and situations. They may be abstract dreams. The core nature of values distinguishes them from concepts like norms and attitudes, which commonly refer to specific actions, gadgets, or conditions.
- Values guide the choice or assessment of movements, policies, people, and events, values serve as standards or criteria.
- Values are ordered by importance relative to one another. People’s values form ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

Taking into account the previous concepts, the author considers that values fostering is the action of achieving good manners, values and principles that help our learners to face life with the right implements to become good people so as to serve our society.

How to classify values?

Ten basic values are intended to consist of all the center values recognized in cultures around the world. G.P. Sherry and Prof. R.P. Verma (1998) intends to measure the ten human values in personality and these are; religious, social, democratic, aesthetic,

economic, knowledge, hedonistic, power, family prestige and health value. These ten values are defined below:

➤ **Religious Value**

This value is defined in terms of faith in God, attempts to understand Him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on a pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

➤ **Social Value**

This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the affected of their misery.

➤ **Democratic Value**

This value is characterized by respect for individuality, absence of discrimination among persons on the basis of gender, language, religion, caste, race and family status, ensuring equal social, political and religious rights to all, impartiality and social justice and respect for the democratic institutions.

➤ **Aesthetic Value**

Aesthetic value is characterized by appreciation of beauty, form, proportion and harmony, love for fine arts, drawing-painting, music, dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

➤ **Economic Value**

This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gains in the choice of his job.

➤ **Knowledge Value**

This value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers a knowledge of theoretical principles underlying a work essential for success in it. He values hard work in studies, for him knowledge is virtue.

➤ **Hedonistic Value**

Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a hedonist, the present is more important than the future. A man with hedonist value indulges in pleasures of the senses and avoids pain.

➤ **Power Value**

The power value is defined as the conception of desirability of ruling over others and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others, that he prefers to rule in a small place rather than to serve in a big place, and that he is deeply status conscious and can even tell a lie for maintaining the prestige of his position.

➤ **Family Prestige Value**

The family prestige value is the conception of the desirability of such items of behavior, roles, functions and relationships as would become one's family status.

➤ **Health Value**

Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health value really feels if through some act of negligence, he impairs his health, he considers good physical health essential for the development and use of his abilities.

The necessity of teaching values:

The aim of values education is to encourage young people's awareness of having values and their corresponding relationship to the world in which they live. It is therefore necessary to try

and convey the idea of which values people in our society regard as necessary (and through which our society is shaped today).

A democratic society demands that an individual should have many skills, among them the skill to deal with conflicting values and to take independent decisions. It demands a critical faculty as well as competence to judge based on your moral principles. Democratic societies must therefore take an interest in that such skills be encouraged. Educators and teachers as well as parents are not just there to practice behavior based on values, but are mainly there to help adolescents to understand the rules which society has developed, to be able to apply them independently and also to participate in political discussions regarding any possible changes to these rules. For this reason, we need educators who do not insist on their own interpretation of moral principles, rather educators who help adolescents to develop their own skills in applying morals to their lives. School is of great importance when it comes to moral-cognitive development. Parents and other authorities should play a part in this process. However, it is in school that young people find themselves confronted for the first time with the fact that they are members of both a larger society and also mankind. This means that great efforts regarding the development of these pupils are necessary and that the school, together with the parents, must support these efforts. School therefore promotes the moral-cognitive development of the individual and in this way, creates the democratic competence of society as a whole. School should give as many children as possible the best general education which will enable them to deal with a complex society and to form their own definite opinions about political, economic, legal and scientific facts. That is an indisputable contribution which school makes towards safeguarding and developing democratic society.

Erosion of Values

Twenty first century witnesses maximum erosion in individual, social, national, moral, ethical and spiritual values. It is due to the prevalent materialistic variables in the society working at the cross-purposes. The vested interests, terrorism, disruption and access attachment to worldly life have created vacuum in the social cohesion and stability. Values are thus affected and eroded gradually. The growing cynicism, gulf between rights and duties, materialistic tendency, moral degradation and violence have affected the powers of man's wisdom.

Aesthetic senses, neighborly relationship, emotional quotient and spiritual values are swiftly declining. The national goals, democracy, socialism and secularism are sidetracked. The role of school, society and the teacher need to be assigned afresh in the inculcation of values.

Teachers role in the development of values fostering in the English lesson.

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behavior in children. We should visualize education as a whole, having to do directly with all disciplines. Being a teacher involves being so many things at the same time that it might amuse you, we become a second parent to those students, many times a social worker, a psychologist, a therapist, a simple listener. You are also a model for them to follow. It is in the teacher's compromise towards education to try to help those students to be the best they can be, and if that involves trying to teach them the morals of society, then that are what a good teacher does.

It has been stressed again and again that nothing can be more helpful in moulding the child's moral behavior than the teacher's own conduct. A Teacher has to set a high standard of moral behavior before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster various moral qualities among children. In the teaching of different subjects like languages and social studies etc., teachers may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc. Dramas, games and sports provide many opportunities for an appeal to the moral sense of the students.

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well-being of an individual. The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities. Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness. Therefore, the poet T.S Eliot has called this world a “Waste Land” where man is spiritually dead in the midst of unparalleled material progress and miraculous scientific achievements.

The moral and spiritual foundations on which we structure our education system alone can mold the personality of the child and future destiny of our country. Inculcation of values in the children, a sense of humanism, a deep concern for the well-being of others and the nation can be accomplished only when we instill in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress. Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual.

Aspects to take into account in order to teach values.

Following are the ways by which values can be imbibed among teacher trainees during classroom teaching and learning process:

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher

need to uncover them. Sharma's (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.

2. Teacher educator must be clear about the values that he wishes to emphasize. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.

4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.

5. Value education should be a process of developing the spirit of rational enquiry and self-discovery.

6. Human values need to be cultured for the sake of the mind and the body in the students.

7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.

8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care, one can bring out the positive human values in child.

9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school's mission.

10. Celebrating current good practices is the key to encourage students to develop value based education.

11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy. Students observe the enthusiasm, commitment and "the talk and walk" of teachers which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalization among students.

12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self-respect.

14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.

15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviors before criticizing others.

16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning. In a nutshell, it can be said that a teacher educator is the teacher of future teachers which means a lot-a double responsibility. First of all, the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various

introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grass root level of our objective must be strong enough to fulfill our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The remedy is to re induct them. This can be done at curriculum planning stage.

There is need of value education in teacher education curriculum which involves educating the heart as well head. Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and administrators. This is a major issue which needs utmost attention and follows up to enhance and save the quality of our education system.

The society, school and the teacher have to play variegated role in the light of changing course and situations. The new set of values is emerging and thus all the values are to be explained in the new context with their relevance. The modern concept of education is highly valuable for practice in the Indian scenario, schools come to community and community goes to the school. The National Curriculum Framework (2005) is comprehensive and should be implemented throughout the length and breadth of the country. The value of education, peace and its acculturating role needs to be narrated by the teacher in the right context. The new concepts emerged in education; liberalization, privatization and globalization as well as intelligence, emotional and spiritual quotient; are primarily to be narrated for scientific understanding of the children. Values are not absolute (Pragmatism) but changing.

What are the main components involved in the formation of values?

The family components:

Our parents are our first educators. They should create an environment of love, comprehension, humility and confidence, in which every individual of the family can express without fear, so as to transmit with optimism, the joy of living.

The family has the great responsibility of educating their children, teaching them to be responsible of their own actions, maintaining a good communication, fostering values since their childhood, because they do what they learn from their parents.

Personal components:

Those components are marked by our daily life and its trials, molding our personality with values like: honesty, confidence and respect, permitting us to be able to establish a link with other people. Generally, this component is delimited by familiar and socio-cultured values, adding these principles to those values that we incorporate taking into account our own experiences.

Socio-cultural values:

The sociocultural values are the set of rules, principles and beliefs that govern the behavior of the human being within society. They are learned passively from a very young age, since they are instilled within the family nucleus, being that the first contact that each person has with the society. Later they continue to learn throughout life insofar as the human being interacts in society.

Results of the initial diagnosis to check the students level of comprehension in 7th grade students at 23 de diciembre Junior High School in Sancti Spiritus.

Scientific observation (See annex 1)

An observation guide was applied to 5 English lessons in order to check the teaching of values. Another objective was to verify the use of didactic games by teachers in which they inculcate values to their students. It could be observed the lack of teaching activities directed to achieve values in their students.

Survey

To carry out the diagnosis different empirical methods were employed:

To research about the scientific problem a close survey was applied to 7th grade students. They had to express how values are nowadays. The Survey was applied to a sample of 21 students, this is a non-probabilistic sampling, it was intentionally chosen.

In the first question the 100% of the students said that they like the English subject. In the second question the 100% of the students said that values are important for being a good person. In the third question a 95% of the students affirmed that values are getting lost nowadays and 4% of them said that values are not getting lost. In the fourth question students have to suggest different activities to increase values through the English lesson, in which 23% would like to develop educative lectures, 38% decided to work in teams, and 38% did not know what to do. **(See annex 2).**

Question 1	Yes	No	
%	100		
Question 2	Yes	No	
%	100		
Question 3	Yes	No	
%	95	4	
Question 4	Educative lectures	To Work in teams	I do not know
%	23	38	38

Proposal of activities.

1. (see annex 2)

Unit 7. What is your friend like?

Title. Do you know Peter?

Objective. To practice the communicative function “what is he like” to reinforce team work, friendship and patriotism.

Kind of lesson. Semi-controlled lesson

Teaching aids. the blackboard, T.V set, laptop

Procedure. The teacher will show the movie “Marti, el ojo del canario”. He will divide the group into teams and will assign a questionnaire about the film to be answered by the students.

Evaluation. The teacher will check the activity orally. In the last exercise, students should be able to find more than 5 adjectives which will describe the main character, the group that finds more adjectives will be the winner.

2. (see annex 3)

Unit 7. What is your friend like?

Title. Many letters!

Objective. To describe people physically taking into account their characteristics to reinforce respect among people.

Kind of lesson. Semi- controlled lesson

Teaching aids. the blackboard.

Procedure. The teacher is going to propose a soup of letters in which students will look for some nouns. After finding the words they will make some sentences in order to fix them.

Evaluation. In a 10 minutes’ time, the student that finds the biggest quantity of adjectives will win.

3. (See annex 5).

Unit.8

Title. “John and his pet”

Objective. To practice the simple past tense through semi-control activities so as to reinforce different values such as love to pets and animals.

Kind of lesson. Semi-control lesson.

Teaching aids. Pictures about animals and the blackboard.

Procedure. The teacher will work with the story entitled “John and his pet”. To develop the exercise, first the teacher will introduce the text using some pictures about animals providing some ideas to students to guess about the topic of the story. After he will assign different questions related to the text.

Evaluation. The teacher will check the exercise orally.

4. (see annex 6).

Unit.7

Title. What about you?

Objective. To practice the correct use of adjectives so as to reinforce different values like respect to others and to promote good manners.

Kind of lesson. semi-controlled lesson.

Teaching aids. It will be necessary to use pictures and the blackboard.

Procedure. The teacher will present some pictures related to people doing some actions to others, this pictures are suggesting to do something. The students have to write some ideas more detailed about how they could participate in each situation.

Evaluation. The activity will be checked orally.

5. (see annex 7).

Unit. 10

Title. Our perfect day!

Objective. to practice writing skills through a semi-controlled exercise so as to reinforce responsibility and working in our communities.

Kind of lesson. Semi-controlled lesson.

Teaching aids. the blackboard and pictures.

Procedure. The teacher will propose different situations in which students will write a short paragraph related to them, taking into account some actions they can do for making everything more pleasant in those places.

Evaluation. The activity will be checked orally. Students will read their paragraphs in front of the classroom, selecting the best one.

6. (see annex 8).

Unit.4

Title. What is she doing?

Objective. To practice the use of third person singular in simple present tense in order to reinforce humanism.

Kind of lesson. Semi-controlled lesson.

Teaching aids. The T.V set and the blackboard.

Procedure. The teacher will work with the song entitled “Another day in paradise” by Phil Collins in which the students have to write a small paragraph based on the values reflected in the song.

Evaluation. Students have to expose their paragraphs to their classmates in order to select the one which is close related to the values expressed in the song.

7. (see annex 9).

Unit.10

Title. Just a day of my life!

Objective. To practice daily routines so as to foster good habits and solidarity.

Kind of lesson. Free practice.

Teaching aids. the blackboard.

Procedure. Through a free exercise the teacher will ask to students to work in pairs and will propose them some aspects to be taken into account for creating a dialogue which is going to be related to their own daily routines.

Evaluation. The activity will be checked orally; students will perform their dialogues in front of the class.

8. (see annex 10).

Unit.8

Title. “Recycling song”

Objective. To listen to the song “Recycling song” focus on the correct use of modal verbs so as to reinforce protection to our planet.

Kind of lesson. Semi-controlled lesson

Teaching aids. it will be indispensable to use some teaching aids such as the T.V set and the blackboard.

Procedure. The teacher will work with the song “Recycling song” by Sandra Newton. He will assign a semi-controlled exercise in which students have to listen to the song and select the verses which reflect good actions toward environment.

Level 2. Students have to add other actions to contribute to reduce adverse effects of pollution

Evaluation. This activity will be checked orally.

9. (see annex 11).

Unit. 7

Title. My best friends.

Objective. This activity will be headed to practice physical and moral characteristics of people so as to reinforce respect to others.

Kind of lesson. Semi- controlled lesson

Teaching aids. the blackboard and some pictures.

Procedure. The teacher will show some pictures about important personalities and will assign to students to choose one picture in order to write a small paragraph about it, emphasizing on their moral characteristics.

Evaluation. It will be evaluated orally.

10.(see annex 12).

Unit. 10

Title. Do you remember?

Objective. to practice the use of simple past tense so as to develop different values like self-esteem and positive attitudes toward the self and others

Kind of lesson. semi-controlled lesson.

Teaching aids. The blackboard

Procedure. This exercise will be made in groups. In this activity each member of the group is asked to remember an unpleasant experience that they recently had, and write a brief description of this experience. Working in pairs, participants discuss with each other these positive aspects and explore their benefits, also participants discuss the typical behavior of their partners in the group and take notes. Later participants turn their notes, then in turns they go around and visit each group. At the end the teacher will ask some questions related to the development of the activity.

Evaluation. The teacher will evaluate his students orally.

CONCLUSION:

1. This stage permitted to corroborate the existence of problems that hinder the improvement of values fostering through the English lesson in seventh graders from the mentioned school. It also permitted to high light the possible causes that obstruct the solution to the problem stated.

2. In the bibliographical revision has been stated different theoretical conceptions and definitions related to the topic. It has also permitted the up-datedness of the theoretical grounds of this major paper. Also, it has allowed to deepen into the study of this matter where still there is not a finished conception.

3. The experts consulted stated that the work is well structured from the scientific stand point and that the indicators selected reflect the measurement of values formation in students through the English lesson. They also stated that bibliography consulted for the realization of the work is appropriate and the activities are designed according to the students' profiles.

4. The activity system related to values formation in students through the English lesson is characterized for its systematic, interdependable, dynamic, graded to the levels of assimilation of the students and demanding structure.

Recommendations:

It is recommended the socialization of the theoretical and practical elements which sustain this paper.

It is also recommended the socialization of the work in coming scientific events or forums.

It is recommended to teachers to develop actions based on the scientific and methodological standpoint to solve students' limitations.

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Annexes:

Annex 1.

Scientific observation guide.

Objective: to verify if teachers assign activities in order to reinforce values in their students.

Observation Guide (aspects to take into account).

- **Type of lesson.**
- **Correspondence between the lesson and the components of the lesson.**
- **Communicative functions used in the lesson.**
- **use of technologies (ITC).**
- **use of didactic activities directed to promote values.**

Annex 2.

Survey:

1. Do you like the English subject?
2. Are values important?
3. Are values getting lost?
4. What activities do you suggest to recover values through the English lesson?

Annex3.

observation guide:

- A. What values are reflected in the movie?

- B. Are those values present nowadays?
- C. How is the main character like?
- D. How many adjectives you can find in the movie?

Annex 4.

Y	F	G	J	K	L	A	D	F	G	Y	U	D	F	S	R
R	I	G	H	T	O	U	S	N	E	S	S	O	R	G	A
H	O	N	E	S	T	Y	R	A	C	E	L	T	I	D	D
S	A	S	T	E	R	Y	J	E	L	O	U	S	E	H	F
G	O	A	G	H	I	F	U	S	A	D	V	C	N	B	R
E	A	L	I	T	W	C	S	S	E	I	U	P	D	N	E
B	U	F	I	E	E	S	T	Z	C	O	Y	R	S	I	E
L	O	V	E	D	E	R	I	T	U	B	C	N	H	O	D
S	L	K	J	G	A	O	C	I	P	K	M	N	I	K	O
G	F	D	S	F	H	R	E	S	P	E	C	T	P	S	M
H	O	N	O	R	C	A	Y	U	C	I	T	I	E	S	B
B	L	U	E	F	G	H	J	L	I	O	N	C	X	D	A
C	O	O	P	E	R	A	T	I	O	N	P	P	E	T	S
S	O	R	R	Y	E	N	H	K	A	C	T	C	V	Y	C
F	E	E	L	I	N	G	S	Y	U	O	P	E	Z	U	V
J	K	I	N	D	N	E	S	S	L	A	Y	S	B	I	O

- Freedom
- friendship
- Love
- justice
- Cooperation
- honesty
- Kindness
- righteousness
- Respect
- solidary

Annex 5.

“John and his pet”

John wanted to have a pet. One day his father takes him to the pet's shop. John, first, looked to a hamster and he found it funny. Then, he saw a dog, which barked very loud. After, he saw some fishes in an aquarium. One of the fishes looked at him and it did a bubble. He liked a lot that fish. His father bought it as a gift. It was his birthday.

a) The teacher will make some questions related to the text like.

- 1- Where did John go?
- 2- What did he want to have?
- 3- Who take him there?
- 4- What animals did he see?
- 5- What animal scared him the most?
- 6- Why did he like the fish?
- 7- Why did his father buy it?
- 8- Do you like to have a pet? Why?

Annex 6.



Annex 7.



Con tus amigos...





Annex 8.

Song.

Another day on paradise

She calls out to the man on the street

"Sir, can you help me?

It's cold and I've nowhere to sleep

Is there somewhere you can tell me?"

He walks on, doesn't look back

He pretends he can't hear her

Starts to whistle as he crosses the street

Seems embarrassed to be there

Oh, think twice, 'cause it's another day for you and me in paradise

Oh, think twice, 'cause it's another day for you

You and me in paradise

Think about it

She calls out to the man on the street

He can see she's been crying

She's got blisters on the soles of her feet

She can't walk but she's trying

Oh, think twice, 'cause it's another day for you and me in paradise

Oh, think twice, it's just another day for you

You and me in paradise

Just think about it

Oh Lord, is there nothing more anybody can do?

Oh Lord, there must be something you can say

You can tell from the lines on her face

You can see that she's been there

Probably been moved on from every place

'Cause she didn't fit in there

Oh, think twice, 'cause it's another day for you and me in paradise

Oh, think twice, it's just another day for you

You and me in paradise

Just think about it

Mhm

Think about it

It's just another day for you and me in paradise

It's just another day for you and me in paradise (para-paradise)

Paradise

Ooh, just think about it

Paradise

Just think about it (para-paradise)

Paradise

Mhm, paradise

Paradise

Just another day

1) Complete the sentences depending on the indefinite pronouns.

- a) We have to help _____ (other, another) friends.
- b) We have to help others without expecting _____ (something, anything, everything) back.
- c) (Nothing, everything, something) _____ is more important than my family.
- d) We can do (something, everything, anything) _____ for helping _____ (others, another).
- e) A real friend stays when _____ (anything, everything, something) is gone.

Annex 9.

Aspects.

In the bus _____.

In a line _____.

At home _____.

Annex 10.

“Recycling song”

Save, save, save your papers

Throw them in in the bin,
We can help to save the Earth,
If we all pitch in.

Save, save, save your bottles

Throw them in in the bin,
We can help to save the Earth,
If we all pitch in.

Save, save, save your plastics

Throw them in in the bin,
We can help to save the Earth,
If we all pitch in.

Save, save, save your cans

Throw them in in the bin,
We can help to save the Earth,
If we all pitch in.

Annex 11.



Fidel Castro is _____.



Ernesto Guevara is _____.



Jose Marti is _____.

Annex 12.

Questions.

- 1) What did you learn during this activity?
- 2) Did you learn something from other experiences?
- 3) Was this activity useful for you? Why?
- 4) What is the relationship between bad events and useful experiences?