Chapter 18
Value Education in Elementary Ages

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ABSTRACT

Value education is the teaching and learning of values as empathy, respect, responsibility, etc. in schools. It aims to feed moral development and ethical advances to array students and equip them with the skills to navigate complex social situation. As an important part of education, value education is interested in developing moral values and ethics of the students. It also helps these students develop understanding and evaluating of the importance of these values like respect, honesty, empathy, and the like. They understand how to manage and live satisfactory quality lives.

INTRODUCTION AND BACKGROUND

Value education is the teaching and learning values such as empathy, respect, responsibility, Etc., in schools. It aims to feed moral development and ethical advancement to array students and equip them with the skills to navigate complex social situations.

Educators want all children to be *educated* for life, giving them productive and fulfilling lives. All children have the right to a safe, inclusive, and quality *education*.

As an essential part of education, value education is interested in developing the moral values and ethics of the students. It also helps the students understand and evaluate the importance of values like respect, honesty, empathy, Etc. They know to manage and live a satisfactory quality of life.

Nowadays, developing values is not a critical aspect of education anymore. Education has prioritized winning exams, getting employed, and being empowered. However, as human beings, all are responsible for educating students about these global values. We all be aware of to develop the student's actual values, and we must develop them with the help of education. So we can design our school programs and estimate the role of these values in creating the needed human beings. We can enrich our school programs with the necessary values and teaching strategies. Understanding life and its meaning and its remarkable stories is essential for students. They are stressed so strongly to raise future human beings.

Tyree, Vance, and Mcjunkin (1997) mentioned that nowadays, children are in a complicated situation and composite values mass of the world. In the case of this world, children require guidance and help to learn and choose the values they need to learn, especially moral values like responsibility and respect.

To realize this aim is difficult, but as Srivastava said, "Teacher Training Institutes also have to play their part sincerely." Here is a symbiotic relationship between the curriculum of schools and the teacher education curriculum. Till the teachers being prepared are not practicing these values, they can never instill them in their students. Their curricular and co-curricular activities must be restructured in this reference (Stravia,2013).

FUTURE RESEARCH AND DIRECTIONS

This study has potential limitations. All the researches and projects are different, and compiling them under the same topic is complex. The subject varies on how you handle it and the cultural differences. When the world comes to the same point regarding the values of their benefits, it may be generalized. We are still writing about putting them nearer.

VALUE EDUCATION IN ELEMENTARY AGES

Value education is a central part of education. It gives particular importance to that aspect and tries to construct moral and ethical values in the students. The main aim of it is to have the students understand and give great importance to them. Value education differs for different developmental ages. All of us know that value education is necessary for elementary students. Research also concluded that it is required to teach values to elementary students. Value education creates a positive effect on the behaviors of children and improves moral development. In elementary education, children are in the concrete operations period, so value education must be suitable for this age to educate children on the ethical and social side.

Values as a Concept

In the literature, values are defined as everything from everlasting ideas to concrete change actions. They also can be explained as the standard for deciding the degrees of beauty, goodness, worth, or beauty.

Rokeach (1973) said, "Values are impressively full of thoughts about objects, ideas, behavior, Etc. That guide behavior but do not necessarily require it." That definition is related to the value of somebody. In other words, value is what is accepted as 'important' by a person or an organization. Examples may include freedom, courage, honesty, innovation, Etc. Value expresses the degree of importance of action or everything. According to Halstead (1996), values are defined as things that are considered "good," such as beauty, truth, love, honesty, and commitment.

The concept of value can be indicated as personal or social. If the values are related to the individual being, it is called personal value. Examples of personal values, freedom, self-respect, life quality, Etc, can be counted. If it is essential for the other's well-being, it can be called social value, such as national security, peace, equality, justice, Etc. Values help in determining what actions are best to take. Values are the beliefs and action potential of an individual or a social group about what is essential that motivate

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