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Options for the formation of value orientations in the geography and economics training in 10th grade

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Abstract: *The value system is a coherent set of ethical values for a person. The personal value system provides the individual's inner knowledge of what is good, useful, important, beautiful, desired, constructive, and so forth. This knowledge is called values and develops the behavior of the personality. First of all, the school places the learning objectives, through which the educational results are actually realized and value orientations are formed.*

Keywords: *values, value system, value orientations*

Introduction

In today's fast-paced world of changing priorities and patterns of behavior, we often ask ourselves the questions: Did I do the right thing? What would others do in that situation? Will my action be evaluated positively by the society? The path to the answer to these and other possible questions everyone walks alone, intuitively relying on their life experience and established value system. The possible answers are not clear, which proves the variety of individual value systems that form the modern model of the social value system and have a direct impact on the educational system.

The process of teaching geography and economics, when planned and implemented with a view to the personal development of the individual student for the formation and development of his value system, can have a significant impact on his cognitive and emotional development.

The goal of our research is to make an attempt to differentiate between different groups of values and to indicate variants of activities for their transformation into value orientations through the teaching of geography and economics in the first high school stage.

Materials and methods

The main research methods are comparative analysis of scientific and methodological literature, survey method.

Results and discussions

Nature of values and value orientations

In the learning process, students are oriented and express relationships that arise based on the assessment of the world around them, the participants in the learning process, the learning content, and are influenced by the acquired knowledge and skills and abilities of the individual. In this way, the assimilation of values in school is associated with value orientations, which at a later stage become relationships, and the manifestation of value relations leads to the value development of students.

Value orientations and values are the basis on which the overall personal development of each person is built. These should be the patterns of behavior that each of us chooses in certain life situations [5].

The value orientations are the main criterion in a person's attitude to the world around him. They determine the social interaction between people, the struggle and coordination of their interests, requirements, regulate human behavior, determining the further development of the individual in society. For this reason, the value orientations of the individual and their development are the subject of social and psychological-pedagogical analysis. It is especially important in modern social conditions to distinguish the attitudes of life, on the basis of which to determine the ways for the formation of value orientations necessary for the harmonious development of the personality [1].

The individual values are determined not only by the personal beliefs and characteristics of each person, but also by the culture of the society in which the individual lives and develops. Perceived values of the culture in which a person lives complement his individual values and influence his behavior [3].

The values that everyone recognizes as their own are formed in early childhood. They are presented by some philosophers as eternal beings: Truth, Good, Beauty. Values are the most sustainable and defining personality guidelines and principles, as opposed to dynamic and changing goals, interests, motives, needs, deficits. [2] Their development continues throughout the life of the individual, but it is extremely important for a society that they are formed and developed throughout the course of study in the Bulgarian school so that they can be relevant and act as models of behavior throughout conscious life.

The curriculum in geography and economics in 10th grade as a content basis for the formation of value orientations

In recent years, the curriculum in geography and economics has undergone a transformation. Nevertheless, it provides exceptional opportunities for pedagogical professionals to form values in students. In each of the courses in geography and economics there are options to form or develop different groups of values, but the object of our study are the options for the formation of value orientations in the teaching of geography and economics in 10th grade.

According to the 10th grade Geography and Economics, „Geography and economics education in 10th grade is aimed at acquiring key competencies through mastery of knowledge, skills and attitudes related to the territory most closely related to the life of the student - home country“ [4]. In this way, the study of the native country completes the training in the subject, and it is the study of Bulgaria that is the ideal opportunity to form or further develop the values we have chosen.

From the very beginning of the training such an opportunity is provided through the educational content in the section „Natural environment of Bulgaria. Natural components“. Based on it, an option can be proposed for the application of a situational method - an incident in order to form in students geographical and in particular environmental values.

This method offers good opportunities for developing an abstract thinking in the students. In the technology of its realization the teacher presents the situation, purposefully leads the analysis and discussion while stimulating the participation of all students.

Incident: In case of carelessness on the part of the restaurants located in the City Garden of Shumen, a fire broke out in the late hours of the day. The fire is growing fast and all the trees are on fire. What will be the consequences for nature and for the life of the people in the city?

There is unanimity in the students' answers. 100% of students believe that there will be consequences for both nature and the lives of people in the city. Regarding the consequences for nature, the students formulated the following answers:

- *Heavy air pollution throughout the city because the trees are a source of oxygen;*
- *Almost all plant species will be destroyed;*
- *Once all the trees have been burned, the air in this area will be polluted for a very long time, because there will be no trees to clean it;*
- *Some of the animals that inhabit the city garden will die, probably squirrels;*

- *Surviving animal species will settle around residential buildings, which will lead to other problems. For example, larger surviving birds (crows) will destroy small ones that live in residential areas (sparrows, pigeons).*

100% of the students answered that the air in the whole city will be polluted. 66.66% answered that due to the lack of trees, the area will remain polluted for a very long time, and 41.66% of them suggest that the surviving animals will settle around the residential buildings. This proves that they have mastered the learning content. and have developed values with an environmental focus.

The presumed consequences for the people in the city, as a result of the fire, according to the students, will be:

- *People will develop various diseases of the respiratory and cardiovascular systems;*
- *Patients with pulmonary asthma and allergies will get worse;*
- *The city garden is a place where people from Shumen gather and walk. As a result of the fire, they will not be able to visit it;*
- *The owners of the restaurants located in the City Garden will go bankrupt.*

83.33% believe that the consequences for people will be different health problems. Only 12.5% predict that there will be economic consequences for the city.

Based on the answers given by the students, we come to the conclusion that they know how to guess what the environmental and health problems will be. Very few of them manage to analyze the situation and make a similar connection between an environmental problem and the resulting economic consequences. The rational use of natural resources, as well as the determination of the production and territorial structure of the economy, depends on the population. The number and dynamics of the population are indicators of the changes in the demographic development of our country.

In recent decades, many countries have been affected by the demographic crisis. Bulgaria is one of them and we think it is extremely important for young people to realize the consequences of it. They are the future of our country, and my main goal was to form patriotic values in them. For this reason, we experimented with the case study method in learning the content of the section „Population of Bulgaria“. The methodological requirements of the pedagogical technology for the realization of the case combine activities united in the following stages (Fig.1):

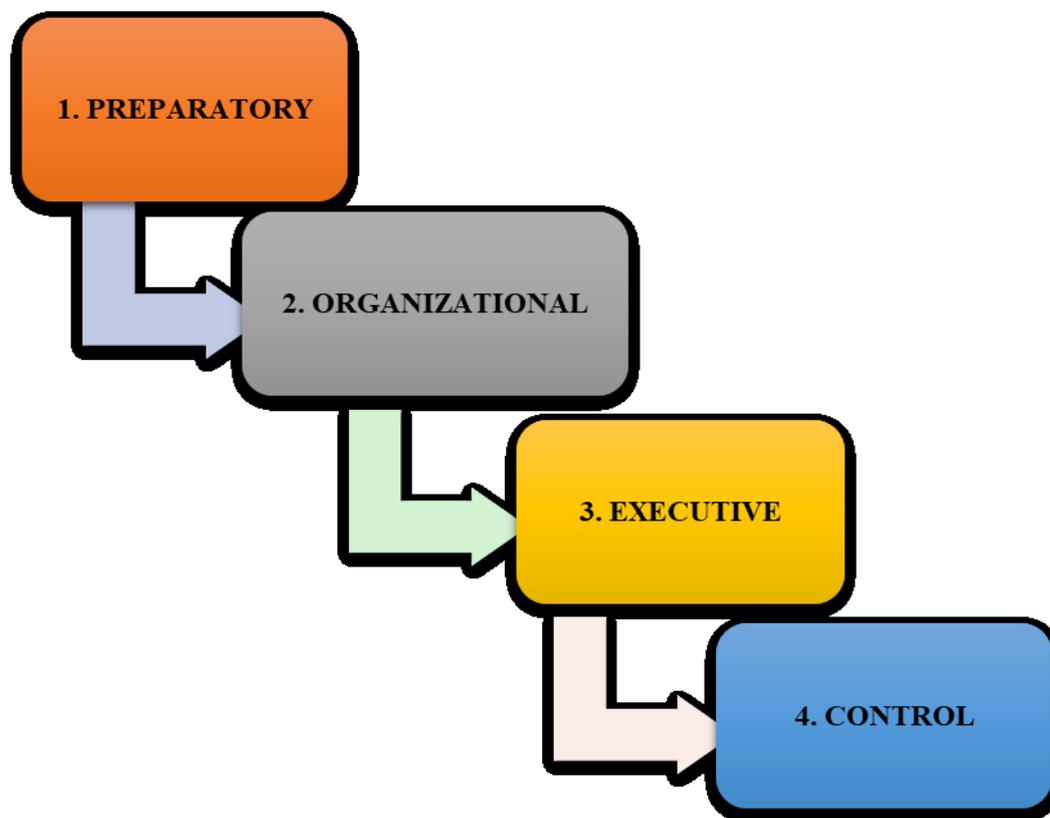


Figure 1. Stages of formation of the case study

Case: „Bulgaria's population is unevenly distributed. The highest population density was in 1880. - 81 p / sq.km, and in 2017 it is 63.9 p / sq.km. The birth rate in Bulgaria after the Liberation was 40 ‰, and in 2017. is only 9 ‰. At the same time, the mortality rate is high - 15.5 ‰, and the natural increase is negative. Due to the large influx of migrants to Western Europe and the United States in recent years, the population is aging. Bulgaria has been in a severe demographic crisis in recent years. **You are part of the government in Bulgaria, what demographic policy will you pursue to solve the demographic crisis in our country?**

Students' answers include the following statements:

- *To financially stimulate Bulgarian families to raise a second and third child;*
- *To stop the trend of „brain drain“;*
- *There must be educational reform, higher education must be at a higher level. In this way, more young people will continue their development in Bulgaria, not abroad;*
- *More and more people have reproductive problems. In vitro procedures should be free and thus we will have an increase in birth rates;*
- *An excellent health care will reduce mortality;*
- *The government must pay for the treatment abroad of Bulgarian citizens;*
- *Child benefits to be received by all Bulgarian children, but provided that their parents have at least secondary education;*
- *Measures to overcome the demographic crisis must be primarily economic;*
- *To increase incomes as well as jobs. When unemployment is low, there will be economic development, incomes will rise and people will not emigrate.*

The students have mastered the basic concepts such as: birth rate, mortality, natural increase, unemployment, demographic crisis, reform and others. They have reached basic patterns related to the demographic crisis, healthcare and education. Based on the above, we can say that there are formed patriotic values.

Another variant of activities that we believe is suitable for the formation of values is the development of an essay on a geographical topic. In 10th grade, while studying the section „**Settlements**“ after the lesson unit „Characteristics of a settlement through research“ the students were given the task to develop an essay on the topic: „**Why would / would not I live in a village?**“. Our main goal in setting this task is to determine whether students have formed certain moral values. In their presence - to work for their further development, and in their absence - for their formation. The task was set two years in a row in a different class of students. The answers presented by the students are schematically presented in **Figures 2 and 3**.

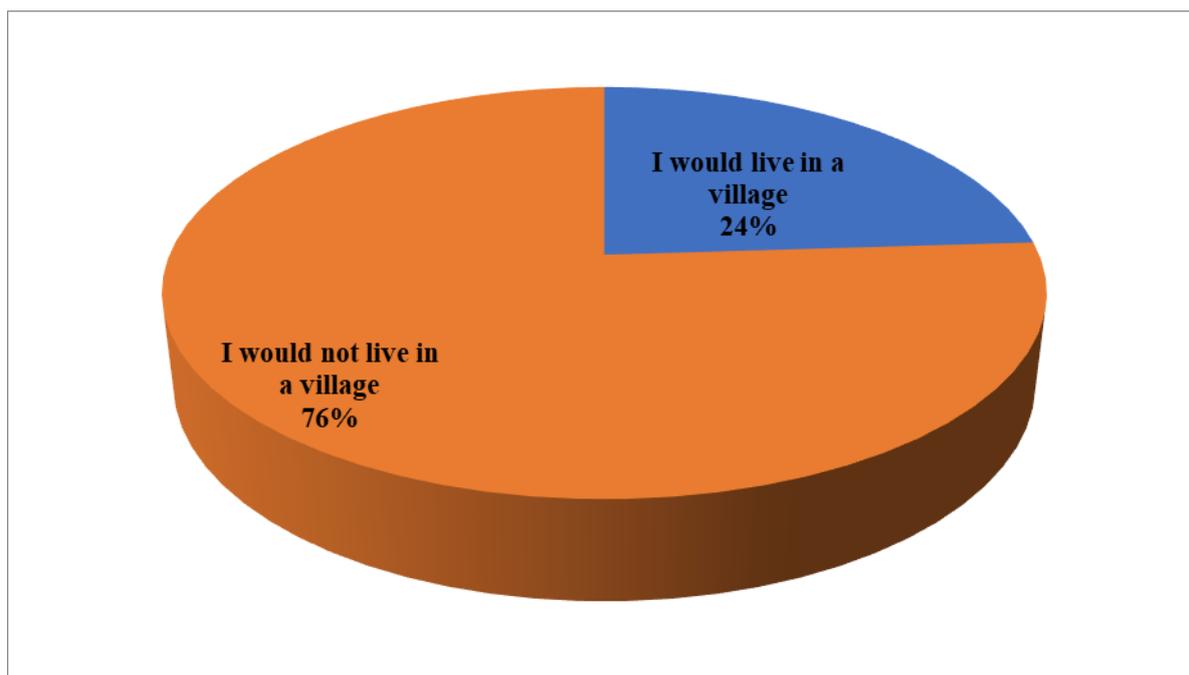


Figure 2. Students' answers in relative terms

As can be seen from Fig.1 students who were 10th grade in the school year 2018/2019. 76% of them categorically state that they would not live in a village. The arguments they present are:

- *I would not live permanently in a village, because in small settlements the population is aging;*
- *I would not live in the countryside, because I will have to travel to school every day;*
- *I would not live in a village, there are no malls and entertainment in general;*
- *I would not live in a village, because in the small settlements the infrastructure is bad, there are not enough jobs for qualified staff and there are almost no young people.*

However, 80.77% of the students who were in 10th grade in the 2019/2020 school year state that they would live in a village (Fig. 2). Only 19.33% want to live in the city:

- *I would gladly live in the countryside. There the air is clean and life is generally calmer;*
- *I would gladly go to live in the countryside. We will have the opportunity to produce our own food that will be environmentally friendly;*
- *I would live in a village, because life there is quiet. There is also a better chance to protect ourselves from COVID-19;*
- *My family and I lived in a village three years ago. Believe me, life is real here. There are no malls and entertainment, but here you feel calm and happy;*
- *Rural life is a challenge for young people. But in addition to gatherings and parties, we must also think about the disappearing villages. We are the people who can change that. Come to the village, you will not go wrong;*
- *I would live in a village! One of the biggest advantages is the fresh air, the fresh products from the garden, which are without preservatives and dyes;*
- *I would live in a village, because this is very important for our future, because we must grow up in a good environment and most of all a real one.*

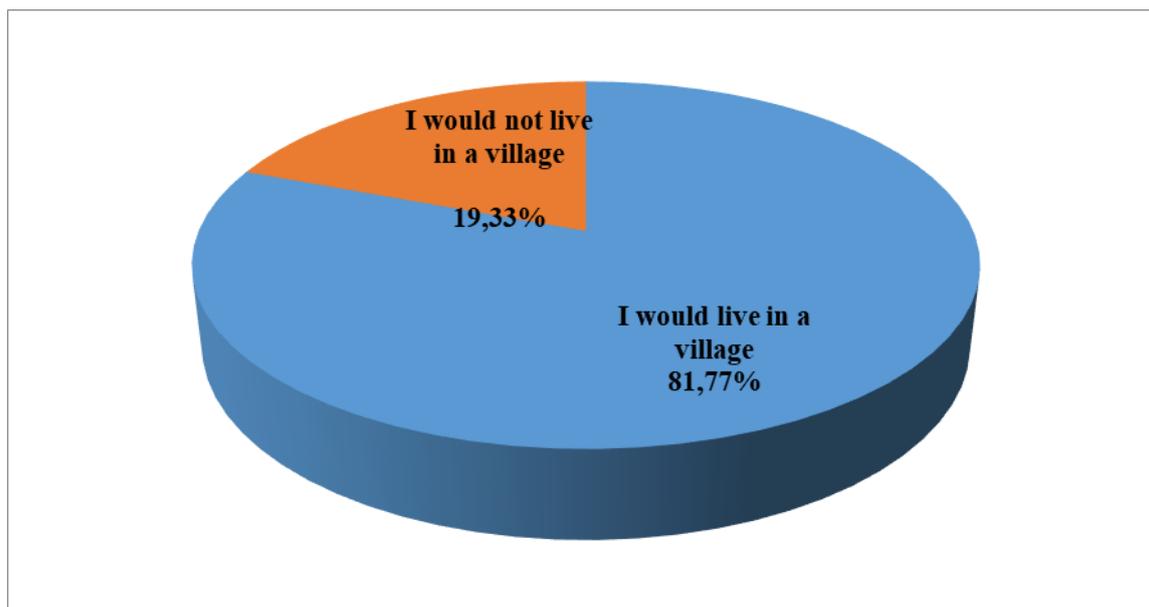


Figure 3. Student's answers in relative terms

The analysis of the results shows that the students' opinion on the question asked differs greatly during the two years of the experiment. In the first year of its implementation, 76% of adolescents do not want to live in a small town, and their arguments are lack of entertainment, difficult access to the Internet, poor infrastructure and more.

Based on their answers, we can say that it is necessary to further develop moral values. In the second year of the experiment, however, most of them categorically stated that they would live in the countryside. There is a change in priorities and they believe that the best and safest environment for them is the village. In our opinion, the results in the two years differ as a result of the pandemic. This proves that for the formation and development of different groups of values are important both the family and the educational environment, but also what is happening on a global scale.

The indicated variants of activities are exemplary. Many more and different ones can be formulated, which are aimed at the manifestation of value relations and the formation of value development of students in the process of teaching geography and economics in the first stage of high school.

Conclusions

- Education is not limited to the assimilation of the curriculum in a given subject, but in the Bulgarian school it is necessary to develop the value system of students.

- Value orientations are a building block in the personal development of students, determining their attitude to society and the world around them.

- The formation of values such as honor, pride, valor, compassion, honesty, patriotism, etc. should be one of the main goals of the Bulgarian teacher.

- Through the curriculum in geography and economics, students form and develop a value apparatus, as they learn to realize and interpret the consequences of their actions or inactions.

- On the basis of the conducted scientific experiments we claim that the students have mastered the study material well, but with regard to the groups of values considered by us, some of them need to be further developed.

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