

Exploration the Development of Values Education for University Students in the UK

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Abstract

Former British Prime Minister Tony Blair also said that Britain is a multi-ethnic, multi-racial, multi-cultural, multi-religious and multi-faith country, and that Britain's history and national conditions dictate that we must cherish the core values of Britain, such as freedom, tolerance, openness, fairness, equity, solidarity, the combination of rights and obligations, and the importance of the family and the social group. Value education is an educational concept and educational thinking that emerged in the 1980s and a far-reaching form of educational practice. The western value education trend has been explored for more than 30 years and accumulated fruitful theoretical results and practical experience, while the British value education has achieved good educational results since the promulgation and implementation of the Education Reform Act in 1988, and its practical exploration and theoretical research has been at the forefront of the world, which is more representative and valuable for research. College students, as the main force of the future development of society, have a long way to go in values education. This paper will start from the problems of college students' values education, and analyse how the UK develops values education from the three levels of the state, society and family.

Keywords

Core Values; Britain; Value Education.

1. Introduction

In the face of the conflict between tradition and modernity, the mainstream values education for university students in the UK not only includes the common spiritual kernel of freedom, equality, fraternity, rationality, democracy, the rule of law, human rights and individualism in the western capitalist world, as well as the traditional elements of the gentleman's culture in its content, but also absorbs the contemporary values with universality; in the way of implementing it, it not only retains the undergraduate tutoring system, religious education and other traditional methods, but also pays attention to the diversification of the way of implementing values education. In terms of implementation methods, it not only retains the traditional methods such as undergraduate tutorial system and religious education, but also focuses on the diversification of the implementation methods of values education, and strives to shape the mainstream values education for undergraduates that not only meets the requirements of the times, but also has the characteristics of the United Kingdom through the mode of fusion of the binary transcendence. Nicky Morgan, the current British Minister of Education, believes that the establishment of "'core British values' is the top priority of British education. In any country, there will be opposites of the ruling class, and naturally there will be anti-ruling ideas that are contrary to the ruling ideas. If anti-ruling intellectuals infiltrate the teaching profession, this will pose a great threat to the stability of the British regime, and she

has also expressed the meaning of the core British values, specifically democracy, the rule of law, individual freedom, mutual respect and mutual tolerance.

2. Analyse the Development of Values

2.1. Context of Social Development

Since the Blair government came to power in 1997, the rhetoric of core values has gradually become a flavour of the political landscape. Expressions of these values include: "fighting poverty and unemployment", "securing justice and opportunity", and achieving a "compassionate society"; "fair play, creativity, tolerance and openness to the world"; "democracy, the rule of law, tolerance, equal treatment of people, respect for the nation and its common heritage"; "a strong sense of national identity". "a passion for freedom with a sense of responsibility, an innate adherence to tolerance and fair play"; "the concept of responsibility as a means of consolidating the virtues of being kind and good neighbours and of bearing in mind the public sphere and public service", etc., provide a vague formulation of the main thrust of the values and set a vague value in the minds of the public. public mind to establish a vague content of values. [1] Then, in June 2011, the Prevent Strategy submitted by the British Home Office to the Parliament defined the "Fundamental British Values" in a relatively standardised way "Democracy, the rule of law, individual liberty, and mutual respect and tolerance with people of different faiths and beliefs, including those of no faith".[2] This is a relatively prescriptive definition of the Fundamental British Values. This document sets out the range of content that values are primarily concerned with, and establishes an initial framework system for the establishment of values.

In a speech on 15 June 2014 to mark the 799th anniversary of the Magna Carta, which is regarded as the cornerstone of the British legal system and liberty, then Prime Minister David Cameron offered the following interpretation of core British values, "A belief in freedom, tolerance, personal and social responsibility and the rule of law, that's what I was talking about values which are no less British than the flag of the United Kingdom, football, fish and chips." Cameron does not deny that these values are broad, but he puts more emphasis on the British traditions and historical soil that gave birth to them, namely, "Freedom is rooted in parliamentary democracy and freedom of speech; a sense of responsibility and a view of the rule of law is attached to an independent judiciary; and tolerance is linked to the various churches and faith groups that call Britain home and have fought to win it. The combination of these institutions, shaped through history and the values that permeate them, form the bedrock of British identity." Cameron further states, "It is in the nature of a society that a truly free nation should believe in certain values and actively promote them." These core British values are "what make Britain tick". According to Cameron, this is first and foremost about the spirit of patriotism - Britain should be proud of the fact that it has not only provided an example of institutional design in defence of liberty, but also major inventions such as the steam engine, the electric light bulb and the Internet, which have contributed to the advancement of human civilisation. The values and institutions of which we should be most proud are, on the one hand, embodied in the results achieved by the model of combining free enterprise and democracy. Therefore, the promotion of distinctive British values is not only a must for economic prosperity, but also reflects the preciousness of Britain's democratic institutions. On the other hand, the importance of distinctive British values is also reflected in their irreplaceable cohesion at the social level. As Cameron said, "They should not only help to ensure that Britain brings together people from different countries, cultures and races, but that we create a common home." [3].

2.2. Context of History Development

The values of democracy, the rule of law, freedom, tolerance and social responsibility are founded on the unique history and culture of the United Kingdom. The constitutional foundation of democracy and the rule of law in Britain was laid in the constitutional monarchy established after the "Glorious Revolution" in 1688, while personal freedom and tolerance were based on the rational foundation of empiricism and individualism laid by the development of natural and social sciences in Britain since the 16th century, which was also crucial to the creation of the political system with British characteristics. The rational basis of this rational basis was also crucial to the creation of the political system of English character. Among them, the methodology of empiricism, which requires starting from empirical facts and opposes religious and political authority, originated from Francis Bacon's endeavour to resist deductive reason and theological purposiveness with inductive reasoning based on scientific experiments, and gradually developed the social progress model of gradual improvement based on empirical facts in political practice, as well as the legal practice of customary law under the constitutional tradition. The principle of individualism emphasises that society consists of and exists for human beings, and that therefore "the individual is logically and morally prioritised", and that society is obliged to safeguard the rights of the individual against infringement by others. This principle is first and foremost reflected in the principle of the right to life, which is the right of the individual to be free from all forms of violence. [4] This principle was first embodied in the English tradition of social contract theory, which replaced man's relationship of obligation to God with the natural rights of the individual, implying that individual rights were sacrosanct. The principle of individualism was then implemented in classical liberalism, which favoured economic laissez-faire and opposed state intervention, while advocating freedom of speech, individuality and personal autonomy, among other things. After the reconciliation of liberalism and efficiency by John Stuart Mill, individualism eventually grew into a gentlemanly culture in the English national spirit, i.e. a socialised individualism imbued with social responsibility.

3. The Necessity and Problems of Values Education

3.1. The Necessity of Values Education

In the wake of the July 7 bombings in London in 2005, the British government launched a review of religious and racial diversity across the British curriculum through a special review panel, and proposed that a sense of national identity and core British values should be reinforced in the curriculum for students. In 2014, following the infiltration of extremist ideology into schools in places such as Birmingham, the then Education Secretary Michael Gove made a statement that schoolchildren should be taught British values every September. After the incidents in Birmingham and other places in the United Kingdom, the then Secretary of State for Education, Michael Gove, made a statement that school-age children were required to receive education on British values in September every year. From this, it can be seen that the strengthening of values education is a direct response of the British Government to the actual crisis. The "enemy" it targets and the object of its opposition are closely related to the British government's perception and judgement of the challenges facing British values. Since the financial crisis, anti-capitalism has become popular again among some intellectuals in the UK, and the rising conservative political elites are very wary of "anti-capitalist" thinking. They do not want some people in society to blame the market and capitalism for the economic and social crises that have arisen, and they want to revive capitalism. This vigilance should not only remain in the realm of consciousness, but should also be actively put into practice in real political debates and policy implementation.

3.2. Problems with Values Education

The contradiction between individual value orientation and social value orientation is also related to class, racial and religious conflicts. Religion, as an important force in values education, plays an irreplaceable role in promoting social unity, forging a consensus on values, fostering public morality, and settling the spiritual life of individuals. For example, the three most typical forms of values education in the United States, i.e. character education, moral education and civic education, almost all come from its religious traditions - moral education originated from the Puritan tradition in the colonial period, character education began in the 19th century when there was a great religious fusion, and civic education was even labelled as "civic religion" for a time. civic education was even once labelled "civic religion". However, since the 1960s, when the United States Supreme Court ruled that religious practice should be expelled from public schools, religious prayer and Bible reading have gradually faded from American public and non-denominational schools, and the influence of religion on values education in these schools has diminished.

4. Development of Values Education for University Students

4.1. Educational Objectives

Any education is an objective practical activity with a purpose, and the purpose itself is a spiritual need to act on the subjective intentional preconceptions to make changes in the object thing so as to conform to the subjective results, and, to some extent, to reflect the practical relations in which the person is about to act on the objective thing. The goal of education, it can be said, it follows the law of education, regulates the means and methods of education, strengthens the educator's sense of responsibility for education, but also reflects the need for the comprehensive development of the educated themselves. In short, educational goals provide the direction and motivation of education, and provide a landing point for the meaning of education. Core values belong to the realm of ideology, and their educational goal focuses on the transformation of the spiritual realm of human beings, with a view to exerting a positive and active influence on society at the level of "externalisation", which can be seen as a kind of normative and practical activity of subjective thinking.

4.2. Educational Programmes

Cultivating the political and civic qualities of university students. Moral quality can be said to be the most core quality among many qualities, cultivating people with both virtue and ability is the rightful meaning of education, "talent without virtue", and can't contribute to the country in the right way, in order to realise economic development and social harmony and progress, "virtue" is the first step. To achieve economic development and harmonious social progress, "virtue" is the first step. David Paschal, Chairman of the National Curriculum Committee of the United Kingdom, said, "Education cannot be divorced from morality. It is incumbent on schools to educate their pupils about morality." This sentence makes it clear that the British school is the main position of moral education, and the cultivation of fine ideological and moral qualities of British college students can only be carried out through education. From the viewpoint of the national ideological nature of moral education, political and civic qualities as the quality of ideological and moral qualities to provide what "road" to take, should be placed in the first moral quality to talk about. [5].

Guiding university students to establish reasonable values. Values are based on the human thinking of certain senses and make the cognition, understanding, judgement or choice, that is, people identify things, arguing right and wrong a thinking or orientation, so as to reflect a certain value of people, things, things or role. Based on the subjective nature of values, we can provide reasonable guidance and correction.

Shape the positive moral personality of college students. Moral personality refers to the moral provisions of personality, which is the organic unity of inner moral quality and outer moral behaviour, that is, we often say the unity of knowledge and action, is the subject of the dignity, value and character of the comprehensive embodiment. From the perspective of moral education, it is through ideological education to make college students first have good moral quality, all kinds of behavioural norms reasonably "internalised" absorption, and then through the specific practice of the educated person will "internalised" moral requirements "Externalisation" manifests itself through the specific practical behaviour of the educated. In the process of "externalisation", the intrinsic value of the individual's life can also be realised. Therefore, the formation of a positive moral personality is a process of internalisation and externalisation. Core values education in the UK not only takes into account the requirements of the national social level, but also pays attention to the needs of the students' own development.

Cultivating good behavioural norms among university students. The British government pays special attention to the cultivation of civic morality and behavioural norms among college students, and strengthens core value education, requiring college students to clarify the relationship between individual rights and obligations, freedom and discipline, in order to prepare college students for effective participation in democratic political, economic and moral life in the future.

5. Education Pathway

In 2010, a new group of Conservative MPs in the British Parliament, the Free Enterprise Group, was established to rebuild confidence in free-market capitalism in the wake of the financial crisis. The group's co-founder and current international trade minister, John Truss, has declared that Conservatives in the UK need to counteract the "wave of anti-market socialisation". And in the Johnson government, neo-Conservative elites such as Foreign Secretary Raab, Home Secretary Patel and Education Secretary Williamson came from the group. The current ban by the UK Department for Education is a new development in this vigilance and practice of the Conservative political elite. It also reflects the fact that, in the field of ideological education, there has been no let-up in Britain. Even with the emphasis on multicultural inclusiveness for reasons of immigration policy, economic interests and cultural superiority, there is still a growing emphasis on reflecting mainstream values and national identity in education.

5.1. Nations

Values play an irreplaceable role in forging national temperament, forging social consensus and enhancing national soft power. The deeper the globalisation process advances, the more the UK recognises the important role of core values. As the main force of the country, how to integrate the development of values into the national development of the country, raise the awareness of the new generation of college students of "national identity", and how to strengthen and promote the dominant position of values in the growth and development of college students in the light of national conditions are of great significance to the active discussion and promotion of the development of values. How to strengthen and promote the dominant position of values in the growth and development of university students in accordance with the national conditions of their own countries is of great significance in actively discussing and publicising the development of values [6].

Firstly, national leaders have an irreplaceable role in the construction of core values. The existence of the British royal family implies the conservative and republican political culture of the British and conveys the philosophy of life such as happiness, stability and decency, symbolising the continuous and stable traditional values.

Secondly, values education should attach great importance to the nation's excellent historical and cultural traditions. We should learn from history to know the rise and fall of the nation, and attach great importance to our deep and profound historical and cultural traditions, which are our unique mark of standing among the nations of the world, and make them the most important content of education for the younger generation.

Once again, the construction of values should pay special attention to the establishment of the idea of the rule of law in the education of students, and the specific contents of the values, involving "democracy, the rule of law and freedom" all reflect the rule of law and the rule of law thinking. It can be seen that there is an inextricable relationship between "values" and "law". Any government administration and judicial decisions related to "fairness and justice" are important positions for advocating and defending core values. The real-life experience of being treated fairly can greatly enhance the effect of internalising values in the minds of university students, and subtly influence their behaviour. This effect cannot be replaced by simple propaganda, advocacy, recitation and memorisation, and is more in line with the reflective, multi-threaded cognitive style of modern youth.

5.2. Social

The development of socio-political activities and social service activities has enabled most young people to participate in various social activities. The British government realises that it is difficult to achieve the desired results by simply preaching values at the national macro level, and that the role of practice in the development of core values must be emphasised, and that it is only in the process of social practice that we can cultivate the young people that British society needs. Based on this point, British higher education institutions frequently carry out a variety of social service activities and promote students to actively participate in social and political activities.

University students are encouraged to participate in social and political activities. For example, they actively participate in various government voting activities. At the end of the last century, young people in Britain were apathetic towards politics, gave up their votes and did not care about national affairs, which brought great potential danger to the normal development of Britain, and the ruling class was very worried about whether there would be "no one to follow in the footsteps of" the situation. Therefore, the long-standing civic education in the UK and even the present core values education have taken the development of politics as one of the important goals; actively participating in various political conferences, students can learn and understand more political views in the exchange of various free ideas, and they can think on their own to identify and choose between the two. This is a rare opportunity for the development of college students' thinking.

Promote college students to participate in various social service activities. Through social service activities, various types of volunteer activities and public welfare undertakings and other practical activities, college students are baptised in behaviour and spirit to cultivate their sense of social responsibility. For example, college students are encouraged to raise small animals to cultivate their love and caring ability; to go to old people's homes to help the elderly groups to do room cleaning and talk with them to cultivate their spirit of selflessness; to collect donations for charitable organisations or to participate in other public welfare activities to cultivate college students' social interaction ability.

5.3. School

In recent years, the United Kingdom has been faced with the important task of national integration and shaping, and some young people have fallen into the predicament of separatism, value deficiency and loss of ideals, with anti-social behaviours and crime rates on the rise. For this reason, British colleges and universities have actively strengthened core values

penetration education. It is mainly divided into: value education and penetration in professional programmes teaching, value education and penetration in college students' club activities, value education and penetration in college students' services, and value education and penetration in school spirit construction. Colleges and teachers are generally aware of the value education function of professional course education, attach importance to the coordinated promotion of professional knowledge transmission and value guidance, and actively strengthen value education in professional course teaching.

In the early days, British higher education did not offer special political courses, but only infiltrated the moral requirements of the national level through other courses. In response to the increasing phenomenon of "eating and smashing pots and pans" in British colleges and universities, the British government believes that it is important to provide special political courses to provide positive classroom education on core values, which appears to be the best way to enhance values education.

The British government considers it particularly necessary to set up special political courses to provide positive classroom education on core values. Take Oxford University, a famous university in the United Kingdom, as an example, it offers courses on political theory such as Theories of the State, Theorizing the Democratic State and Analysis of Democratic Institutions. [7]By offering such political courses, the university students can change their indifference to British politics and gain a deeper understanding of the British government and its policies, especially the "practice of democracy, the evolution and development of democratic institutions and their political outputs". In the Theory of the State programme, core values are taught, including "democracy", "freedom" and "solidarity". At the same time, colleges and universities organise student clubs to cultivate college students' sense of fairness, competition, team spirit and self-governance; student affairs services actively interpenetrate visible services with invisible values education, such as psychological counselling services, where students' self-esteem is strictly protected, and where students' self-governance and services are mainly realised through elected student unions, where the election process of student unions makes it possible to educate students about their core values. The process of election to the Students' Union provides students with an understanding of the British political system and civil rights [8].

6. Conclusion

Since the sixteenth century, the British have been expanding their overseas colonies and have gradually created a global "Sunset Empire". The establishment of its status as a great power relied to a large extent on its military and economic strength, as well as on slavery, power and aggression. However, the strong appeal and influence of British culture and values should not be overlooked. It can be said that Britain's global influence is based on the spread of its language, culture and values, and that Britain's rise is based on the rise of British civilisation.

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