



The Place of Value Attitudes in Competence-based Learning at Universities

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Abstract

Our future of education depends very much on what goals are set by institutions of higher education and how these goals are implemented. Currently universities in Lithuania focus their study programmes on competence-based teaching/ learning. The objective of such teaching/ learning that is based on the development of competences is to provide students with academic knowledge and enable them to apply that knowledge in practice in their future professional and social life. The competence being understood as the unity of knowledge, skills and values, academic knowledge and skills must be conveyed in an integral way, providing the conditions for the development of a very important component of competence - value attitudes that are necessary for our students' professional and personal life and consequently for the future of our society as well. Therefore, the teaching/ learning process at universities should be aiming at the development of all the components of competences without leaving value attitudes behind. For this reason university degree programmes, should include into their objectives and learning outcomes the development of competences together with their integral part - values attitudes. What is more important, specialists of education have to find ways how to make the teaching/learning process of different subjects (especially that of foreign languages) at contemporary universities to serve the development of students' value attitudes. The urgent issue remains to be solved, however, how to integrate the development of value attitudes into the teaching/ learning process as it is a very complicated psychological phenomenon that is very difficult to be measured and assessed and for this reason could be easily neglected in the process of implementation of study programmes.

The presentation will provide some aspects of the development of foreign language students' value attitudes in foreign language teaching/ learning process at contemporary universities. It is based on the analysis of the results of the empirical research into foreign language students' value attitudes, their views on foreign language teaching/ learning process and the results of educational project. The aim of the educational project was to find out and experimentally verify the educational prerequisites of the development of value attitudes at universities. It has been revealed that one of the prerequisites is associated with the development of students' ability to search for and make optimal moral judgements. The results of the educational project suggest that by creating favourable learning environment and using active student-oriented teaching methods (communicative, dilemma discussions, case analyses, oral and written reflection) as well as focusing students' attention to the requirements of values and possible personal and social consequences of moral judgments, students' value attitudes can be fostered.