VALUES CANNOT BE TAUGHT BUT ARE CAUGHT

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You must have heard of the aphorism that "values cannot be taught; they are caught." In very simple terms it says that values cannot be taught the usual way as in the teaching of academic courses. For teaching merely entails learning and knowing on the part of the students. This is not sufficient for the acquisition of values. Mere role learning of values will be meaningless they are internalized and practiced. According to Amor B. Peñalosa, Ed. D. author of the book Reviving and Developing Desirable Values there are recommended process of imbibing values and there are as follows: The Learning or Knowing Stage, The Feeling of Affective Stage, The Decision - Making Stage, The Commitment Stage, and The Actualization Stage.

Knowing values is not enough. For the children to imbibe the desired values, they must go through the process of feeling, approval, commitment, and action. For if values are not internalized in the hearts and minds of the young, no tangible effects and action will take place. Catching values requires commitment or internalization and actualization or practice. Literally one has to catch values. Catching values implies an interested catcher, one who has the motivation and desire to catch and make the values a part of his life. Thus, it is also important to emerge our students to history and culture, our tradition and practices and lives of our heroes both known and unknown with this matter students may able to learn and adapt some desirable values. Moreover, they have to be exposed in different kinds of literature. According to Elma Marie H. Miller author of an article "A Teacher's Dilemma in Drawing out Students from Oblivion." Literature is a privilege to teach because of its rich source of takeoff and entry points not only in terms of language learning but also in values. Literature brings many
possibilities for character formation among our students. It lends to so many opportunities to integrate across content areas that enable the students to see the interconnectedness of things rather than learning them in isolation. They see and experience life through literature with its good values that speak to them in different and interesting ways. Properly channeled, literature has diverse possibilities through the activities provided for in class.

Most probably the reason that values education has not been successful in school is that it had been approached in a style similar to the teaching of academic subjects. The parents should be made to realize that education of the children is not satisfied by the mere act of sending them to school. The family is in fact the first and important school of the child. The family should also be the foundation of building the desirable values for every child. It should be acquired by the child within the family and it should be radiated beyond the family, to the school, and to the community.

Reference:

Reviving and Developing Desirable Values by Amor B. Peñalosa, Ed. D.
“A Teacher's Dilemma in Drawing out Students from Oblivion." by Elma Marie H. Miller (CELT FORUM 2009 Vol. 3 No. 2)