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PEDAGOGICAL APPROACHES TO VALUES EDUCATION AMONG PRIMARY SCHOOL TEACHERS

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Abstract. This study qualitatively examines how teachers in Kazakhstan approach value education, focusing on how they implicitly position the source of values, the student's role in the process, and the pedagogical purposes such education serves in everyday classroom practice. In this research, value education is considered not as the application of specific activities and techniques, but as a form of pedagogical positioning that guides the teacher's classroom decisions. The research was conducted within the framework of a phenomenological design; data were collected through semi-structured interviews with 17 primary school teachers selected using maximum diversity sampling. Data were analyzed qualitatively. The findings show that teachers mostly position values as absolute and indisputable truths and largely treat value education as a tool supporting classroom management. The student is predominantly positioned as a passive recipient or an implementer expected to exhibit correct behavior in the value education process; approaches that treat the student as a questioning, justifying, and meaning-constructing subject are limited. Teachers define their roles in values education sometimes as authority figures, sometimes as role models, and sometimes as guides; these roles can vary depending on the context. The findings also show that value education in teacher

practice cannot be reduced to a fixed set of methods; instead, it emerges as a dynamic process that is continually reshaped by contextual sensitivity, pedagogical judgement, and teachers' situational decisions. These findings may contribute to teacher education and professional development processes by highlighting the need for pedagogical approaches that position students as active meaning-makers and support teachers' context-sensitive decision-making in values education.

Keywords: value education, primary school teachers, pedagogical approaches, hidden curriculum, contextuality, qualitative research

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БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ ҚҰНДЫЛЫҚТАРҒА НЕГІЗДЕЛГЕН БІЛІМ БЕРУДЕГІ ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕРІ

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Аннотация. Бұл зерттеу Қазақстандағы бастауыш сынып мұғалімдерінің құндылықтарға негізделген білім беруге қатысты ұстанымдарын сапалық тұрғыда талдайды. Зерттеуде мұғалімдердің құндылықтардың қайнар көзін, оқушының білім беру үдерісіндегі рөлін және күнделікті сынып тәжірибесінде құндылықтарға негізделген білім берудің қандай педагогикалық мақсаттарға қызмет ететінін қалай астыртын түрде айқындайтынына назар аударылады. Құндылықтарға негізделген білім беру бұл зерттеуде белгілі бір іс-әрекеттер мен әдіс-тәсілдерді қолдану ретінде емес, мұғалімнің сыныптағы педагогикалық шешімдерін бағыттайтын педагогикалық ұстаным ретінде қарастырылады. Зерттеу феноменологиялық дизайн аясында жүргізілді; деректер барынша әртүрлі іріктеу тәсілі арқылы тандап алынған 17 бастауыш сынып мұғалімімен жүргізілген жартылай құрылымданған сұхбаттар

арқылы жиналды. Деректер сапалық тұрғыда талданды. Зерттеу нәтижелері мұғалімдердің құндылықтарды көбіне абсолютті және даусыз ақиқаттар ретінде қарастыратынын әрі құндылықтарға негізделген білім беруді негізінен сыныпты басқаруды қолдайтын құрал ретінде қолданатынын көрсетеді. Білім беру үдерісінде оқушы көбінесе пассивті қабылдаушы немесе дұрыс мінез-құлықты орындаушы ретінде айқындалады; ал оқушыны сұрақ қоятын, негіздейтін және мағына қалыптастыратын субъект ретінде қарастыратын тәсілдер шектеулі. Мұғалімдер құндылықтарға негізделген білім берудегі өз рөлдерін кейде билік иесі, кейде үлгі тұтар тұлға, кейде бағыттаушы ретінде сипаттайды; бұл рөлдер контекстке байланысты өзгеріп отырады. Сонымен қатар, зерттеу нәтижелері мұғалім тәжірибесіндегі құндылықтарға негізделген білім беруді тұрақты әдістер жиынтығына келтіруге болмайтынын, керісінше оның контекстік сезімталдық, педагогикалық пайым және мұғалімдердің жағдайлық шешімдері арқылы үнемі қайта қалыптасатын динамикалық үдеріс екенін көрсетеді. Зерттеу нәтижелері құндылықтарға негізделген білім беру үдерісінде оқушыны мағына қалыптастырушы белсенді субъект ретінде қарастыратын және мұғалімдердің контекстке сезімтал педагогикалық шешімдерін қолдайтын тәсілдерді дамыту тұрғысынан мұғалімдерді даярлау мен кәсіби дамыту үдерістеріне үлес қоса алады.

Түйін сөздер: құндылықтарға негізделген білім беру, бастауыш сынып мұғалімдері, педагогикалық тәсілдер, жасырын оқу бағдарламасы, контекстуалдылық, сапалық зерттеу

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ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ К ЦЕННОСТНО-ОРИЕНТИРОВАННОМУ ОБРАЗОВАНИЮ У УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. В статье представлены результаты качественного исследования педагогических подходов учителей начальных классов Казахстана к реализации ценностно-ориентированного образования. Основное внимание

уделено представлениям педагогов об источниках ценностей, роли учащегося в образовательном процессе и педагогических целях, которым служит ценностно-ориентированное образование в повседневной школьной практике. Ценностно-ориентированное образование рассматривается не как совокупность отдельных методов и мероприятий, а как педагогическая позиция, определяющая содержание и характер профессиональных решений учителя. Исследование выполнено в рамках феноменологического подхода. Эмпирические данные были получены посредством полуструктурированных интервью с 17 учителями начальных классов, отобранными по принципу максимального разнообразия, и проанализированы с использованием качественных методов. Результаты исследования показали, что большинство педагогов рассматривают ценности как устойчивые и не подлежащие обсуждению нормы, а ценностно-ориентированное образование часто воспринимается ими как средство поддержания дисциплины и управления классом. При этом учащиеся преимущественно выступают в роли пассивных получателей ценностных установок, тогда как подходы, предполагающие активное участие школьников в процессе осмысления и конструирования ценностей, встречаются значительно реже. Установлено, что учителя по-разному определяют собственную роль в процессе ценностного воспитания, выступая в качестве авторитетного наставника, образца для подражания или фасилитатора. Полученные результаты свидетельствуют о том, что ценностно-ориентированное образование представляет собой динамический процесс, формируемый педагогическим опытом, контекстом и ситуативными решениями учителя. Практическая значимость исследования заключается в возможности использования полученных результатов при совершенствовании программ подготовки и повышения квалификации педагогов, ориентированных на развитие субъектной позиции учащихся и формирование контекстно-чувствительных педагогических практик.

Ключевые слова: ценностно-ориентированное образование, учителя начальных классов, педагогические подходы, скрытая учебная программа, контекстуальность, качественное исследование

Introduction. Theoretical approaches to values and moral education have historically evolved from normative transmission models to developmental and reflective models that center on the individual's moral reasoning (Veugelers and Vedder, 2003). The understanding of values education shaped by this evolution is considered a fundamental tool of education and an integral part of social development. Education is a holistic tool that develops society and the nation by transmitting knowledge and skills. This area, long considered a normative dimension of education, has generally been reduced to content lists regarding which values should be instilled; the teacher's pedagogical decisions and implicit stance in this process have been relegated to secondary importance. However,

values are enduring beliefs about the social acceptability of an individual's reactions and thoughts in a given situation. Studies, particularly those conducted through curriculum documents, have addressed values within the framework of predetermined goals; however, they have offered only a limited understanding of how teachers implement social and moral values programs in the classroom (Johansson et al., 2011).

Literature review. How values education is interpreted in classroom practices and the pedagogical logic teachers employ in this process often remain implicit. Unless the teacher's pedagogical stance is directly analyzed, values education often leaves the question of "why is it taught this way?" in the background. This study examines values education not through the application of specific methods such as Incultation (Demir, 2018); Value Analysis (Demirhan-İşcan, 2014); Value Clarification (Demirhan-İşcan, 2014); Character Education (Lickona, 1992); Hidden Curriculum (Jackson, 1968); or Holistic Approach / Just Community (Kohlberg, 1981), but rather as the implicit pedagogical stance adopted by the teacher. Teachers' approaches are deepened along three main axes:

Perceptions Regarding the Source of Value: Balance Between Structure and Agency The first axis encompasses perceptions regarding the source of value. Values are systematic ideas that enable an individual's interaction with the environment (Veugelers and Vedder, 2003). Teachers position values either as universal truths that maintain social order (macro level) or as internal beliefs that guide an individual's decisions (micro level). This reflects the tension between structure and agency in education (Giddens, 1984).

The Student's Position in the Process: While traditional models position the student as a passive receiver of values, contemporary pedagogical perspectives treat the student as a "subject" who reflects on and constructs meaning from values (Säljö, 2023). Students learn not only by observing the rules explained, but also by observing how teachers bring their professional and personal values into the classroom. In this context, teachers' exemplary and habituation strategies play an important critical role in the student's internalization of values (Aningsih et al., 2022). As Garfinkel (1967) points out, students are not "cultural dopes" blindly following social norms, but active actors who make sense of their own learning processes (Säljö, 2023).

Pedagogical Function: Character Development, Discipline, and Hidden Curriculum The third axis focuses on the pedagogical function of values education. Values education is sometimes a central component of character development, and sometimes a means of social adaptation (Thiroux, 1998). However, in schools, values are conveyed not only through the formal curriculum but also through the "hidden curriculum," which consists of the school's beliefs, attitudes, and unwritten rules (Jackson, 1968). Values education aims not only for the student's academic success but also for them to contribute to social well-being by gaining self-discipline and self-respect (Toker Gökçe, 2021). These three axes demonstrate

that value education in teacher practice is not a homogeneous set of methods, but rather a contextually sensitive process of meaning-making. In Kazakhstan and similar countries that value the transmission of national culture, the teacher is seen not only as a figure who transmits the fundamentals of science, but also as a carrier of values (Utyupova et al., 2016).

This framework makes it possible to understand the pedagogical stances and the transitions between these stances, which are elucidated through teacher discourses in the findings section of the study.

This study aims to qualitatively examine the approaches of primary school teachers in Kazakhstan to value education through their pedagogical positioning and contextual decision-making processes. This study treats the classification of approaches offered by the literature not as a label for teacher discourses, but as a flexible interpretive framework that helps to make sense of the emerging pedagogical stances.

The main problem of this research is to reveal how the pedagogical approaches of primary school teachers in Kazakhstan to value education are shaped through the implicit pedagogical stances and contextual decision-making processes adopted by the teachers. The following sub-problems will be addressed in the research.

Primary school teachers should consider the following:

1. How do they pedagogically position the source of values?
2. What pedagogical position do they see the student in the process of teaching values?
3. What pedagogical functions do they associate with teaching values?
4. How do they define their own pedagogical roles in teaching values?
5. How do they perceive the plannability and systematicity of teaching values?
6. How do they differentiate value education approaches according to different classroom contexts?

Materials and methods.

Research Model and Design. This study adopts a qualitative research approach and is grounded in a phenomenological design. Phenomenology focuses on how individuals experience a given phenomenon, how they interpret those experiences, and the ways in which meaning is constructed through them (Creswell & Poth, 2018). In the present study, the phenomenon under examination concerns teachers' pedagogical approaches to value education and how these approaches take shape within everyday classroom contexts.

The choice of a phenomenological design is closely linked to the nature of value education itself. In classroom practice, value education is rarely articulated through clearly defined pedagogical frameworks; instead, it tends to emerge through teachers' implicit stances, experience-based judgements, and context-sensitive decisions. From this standpoint, phenomenology provides a useful lens not merely to document teachers' experiences, but to illuminate the underlying pedagogical meaning-making processes through which those experiences are interpreted and enacted.

Study Group. The study group consists of 17 primary school teachers working in state primary schools in Turkestan, Kazakhstan. Maximum diversity sampling, a type of purposeful sampling, was used to determine the study group.

The demographic characteristics of the teachers in the study group are summarized below:

- The teachers' professional experience ranges from 3 to 25 years.
- Some participants work in grades 1-2, while others work in grades 3-4.
- Care was taken to include teachers from different ages (23-51) and with different education backgrounds in the working group.

The main reason for choosing maximum diversity sampling in determining the study group is that value education is not a homogeneous field of application in teacher practice (Dahal et al., 2024).

Data Collection Tool. The research data was collected through a semi-structured interview form. When preparing the interview questions, six main focus areas were considered:

- Perceptions regarding the source of value,
- The student's position in the value education process,
- The pedagogical function of value education,
- The pedagogical role of the teacher,
- The plannability of value education, and
- Variability of approach in different classroom contexts. The questions were structured as open-ended to allow teachers to freely express their own experiences and pedagogical justifications, rather than labeling a particular approach.

Data Collection Process. Interviews were conducted on a voluntary basis, and each interview lasted an average of 30–45 minutes. A safe communication environment was created during the interviews so that teachers could freely express their experiences; leading statements were avoided. All interviews were audio-recorded with the permission of the participants and later transcribed verbatim. During the data collection process, it was observed that teachers could offer different pedagogical justifications for the same value in different contexts; this was decisive in achieving data saturation.

Data Analysis. The obtained data were analyzed using the content analysis method. Content analysis offers a suitable analytical method for systematically revealing the recurring patterns of meaning, pedagogical justifications, and implicit stances in teachers' discourses (Krippendorff, 2018).

The analysis process consisted of the following stages:

1. Interview transcripts were read multiple times to identify meaning units.
2. Meaning units were divided into presuppositions according to their pedagogical content.
3. Presuppositions were grouped together to form sub-themes containing similar meanings.
4. Sub-themes were integrated under main themes in line with the theoretical framework and research problems of the study.

The main reason for choosing content analysis is that teachers' approaches to value education emerge not through directly expressed attitudes, but through implicit discourses, justifications, and contextual emphases. This method not only describes the pedagogical stances of teachers but also makes visible the transitions and contradictions between these stances.

Expert Opinions and Inter-Coder Reliability. In the data analysis process, the opinions of four experts with experience in the field were consulted. The experts independently contributed to the coding and theme creation process; the resulting codes and themes were evaluated comparatively. When disagreements arose among the coders, the following strategies were followed:

- First, it was re-evaluated within the context of teacher statements,
- Whether the code resonated with teacher discourse was discussed,
- In cases where no consensus was reached, the code was reconsidered under a more comprehensive overarching theme. In this process, the aim was not to calculate a quantitative agreement rate, but rather to preserve the pedagogical significance of the interpretations. Theme structures were reviewed until inter-expert consensus was reached, and the final set of themes was created in line with this consensus.

Validity and Reliability. The following measures were taken to ensure the validity and reliability of the research:

- Data triangulation: The opinions of teachers with different experiences were included.
- Detailed description: Teacher statements were presented with direct quotations, and the context of the themes was clearly presented.
- Expert review: The coding and theme creation process was supported by expert opinions.
- Researcher reflection: It was ensured that the researcher's interpretations were data-based, and preconceptions were avoided.

Results. The main theme and sub-themes presented below include themes that emerged during the analysis process and were found to be conceptually meaningful. The strength of the study lies not in requiring all of these themes, but in its capacity to make sense of the data from the field within this framework. At the same time, the presented themes reveal that pedagogical decisions are contextually sensitive and situationally shaped, rather than assuming that teachers exhibit singular and consistent approaches. Therefore, the same teacher can be represented by discourses under different themes.

Pedagogical Approaches to the Source of Values. As a result of the interviews conducted, it was observed that the pedagogical thoughts of teachers regarding the source of values were grouped under five sub-themes.

- *Acceptance of values as absolute/correct (n=8):* It was observed that the majority of teachers adopted an understanding of absolute and indisputable truth regarding the source of values. In the teachers' discourses, values were not

expressed as structures that need to be questioned or reinterpreted; rather, they were expressed as fundamental principles that are accepted as correct beforehand and that should be instilled in students. In this approach, value education is considered as a transmission process in which right and wrong are clearly separated, rather than the student actively thinking. In the teachers' statements, it is emphasized that some values are universal and immutable, and therefore, it is not considered necessary to open them to pedagogical discussion:

"There are some things that don't need to be debated. Values like respect and honesty are inherently true; children need to learn them."

"These values are entrusted to us. Students need to embrace them, not question them."

- *Cultural and traditional references (n=4)*: Some teachers appear to base the source of values on cultural accumulation and traditional transmissions. For these teachers, values are understood not as individual assessments or contextual discussions, but as elements passed down from generation to generation by society and carrying continuity. In the teachers' discourses, family life, past experiences, and social habits stand out as the main pillars of value education. In this approach, value education is considered a process where the student becomes acquainted with and internalizes existing cultural codes, rather than constructing new meanings:

"In our society, respect for elders is always important. This is something children should also know."

"These values are not newly emerged things; they have existed in this society for years."

- *Linking values to social order (n=3)*: Some teachers link the source of values to social order and the sustainability of coexistence. In this approach, values are seen as a set of rules that ensure classroom order and social continuity, rather than individual preferences. According to the teachers' statements, values are functional elements that bring individuals together in common norms; value education is a pedagogical tool that enables the student to adapt to the social structure:

"If we don't teach them to follow the rules, both the classroom and society will fall apart. Values are also partly for order."

"If everyone does what they think is right, things won't work. Therefore, some values need to be valid for everyone."

- *The perception that values are contextually variable (n=1)*: Only one teacher considered values as structures that can change within the contextual framework. In this teacher's discourse, values were not justified as fixed principles that should be applied in the same way in every situation, but rather as phenomena that need to be re-evaluated according to the characteristics of the situation, relational dynamics, and the conditions of the event. The teacher emphasizes that the same behavior which can carry different meanings in different contexts, drawing attention to the fact that an absolute approach in value education may not be functional:

"The same behavior may not be right in every situation. It is necessary to look

at it according to the conditions of the moment... Sometimes what is right in one situation may be wrong in another. It is important for children to realize this."

- Grounding values in individual reasoning (n=1): One teacher explained the source of values through individual thinking, justification, and meaning-making processes. In this teacher's discourse, value education is associated with the student constructing their own thought process rather than accepting ready-made truths. This approach, which emphasizes active thinking and reasoning for the permanence of values, removes the student from a passive recipient position and makes them the subject of a cognitive and reflective process:

"I ask children why they think something is right. It's more important for them to find their own answer... I want them to build the logic behind a value, not just memorize it. Otherwise, it doesn't become permanent."

The Positioning of the Student in Value Education. The analyses conducted within the scope of this main theme show that the roles attributed to the student by teachers in value education differ. The student is sometimes seen as a passive recipient and applicant of values, while at other times they are seen as a questioning and meaning-making subject.

- Viewing the student as a passive recipient (n=6): It was determined that the majority of teachers viewed the student in the values education process as ones who listens to, accepts, and is expected to apply the values presented to them. In teachers' discourses, the student's role is associated with exhibiting correct behaviors rather than questioning values. Values teaching is structured as the transmission of teacher's truths rather than a thoughtful process requiring active participation. In this context, the student is positioned as a receiver of the teaching process rather than a subject who directs the process:

"There is no need for much questioning at this age group. It is enough for them to accept what is said and apply it."

"I don't think all children are mature enough to discuss everything. They need to learn first."

- Emphasis on behavior, relegation of reasoning (n=4): It was determined that a smaller proportion of teachers considered the student's display of behavior sufficient in value education, treating the reasoning behind this behavior as a secondary element. In teachers' discourse, the student's demonstration of correct behavior is considered the primary indicator of value acquisition; the thought processes regarding why the behavior is necessary are often not explicitly addressed. In this approach, value education is structured within a pedagogical framework that focuses on the formation of observable behaviors rather than the student's internal understanding:

"What matters to me is how they behave in the classroom. Knowing the reason is secondary." "If the behavior is correct, then the value has been acquired. I can't know what they're thinking inside anyway."

- Learning through modeling (n=3): A small percentage of teachers emphasized

that in values education, students learn through modeling and observation. These teachers stated that rather than teaching values directly or through rules, the teacher's own behavior serves as a decisive example for students. In teacher discourse, an understanding emerges that students adopt values not so much from what is said, but from observing the teacher's attitudes, reactions, and daily behavior in the classroom. In this approach, values education is considered an indirect learning process shaped by the teacher's classroom demeanor and behavior, rather than through planned explanations:

"Children do what they see more than what they are told. That's why my approach is more effective."

"I think that showing values through experience is more lasting than explaining them."

- Viewing the student as a debating and questioning subject (n=2): It was determined that a small number of teachers positioned the student as a subject who can think about values, ask questions, and develop different perspectives in the values teaching process. In these teacher discourses, values teaching is considered not as the student accepting ready-made truths, but as part of a thought process regarding why values are important. Teachers state that students' ability to think about values and express their justifications contributes to the more lasting adoption of values. The following quotes exemplify this orientation:

"Sometimes children ask such questions that we have to think together."

"I want them to say their own opinion. Even if I don't agree, I try to understand why they think that way. If they can defend a value, it means they have truly understood it."

- Tolerance/lack of tolerance for student dissent (n=2): It is observed that a small number of teachers allow a certain degree of space for student dissent and opposing views in the values teaching process, while some teachers consider such situations as a disruptive element to classroom order. In teachers' discourse, student dissent is sometimes treated as an indicator of the student's intellectual participation, while at other times it is justified as a situation that could weaken the purpose of values teaching. In this context, it is noteworthy that teachers' approaches to student dissent are not consistent and one-sided; they can vary depending on pedagogical priorities and classroom conditions:

"They can object to some issues, but only up to a certain point. Not everything can be a subject of debate."

"When they object, I stop and listen. Sometimes I see that they are right. If they disagree on a value issue, I don't immediately silence them, but I also don't allow them to disrupt classroom order."

The Pedagogical Function of Value Education. The analyses based on the participants' statements reveal that teachers understand value education not only through the question of which values will be instilled, but also through the question of what this process is useful for educationally. When the teachers' discourses

are examined, it is noteworthy that value education is sometimes considered as a means of maintaining order in the classroom and directing behavior, sometimes as a fundamental component of the student's character development, and in some cases as being associated with a function that supports academic learning or strengthens social adaptation.

- Association with discipline and order (n=11): A more limited number of teachers are seen to directly associate value education with maintaining discipline and classroom order. In these teacher discourses, values are treated as a framework that facilitates students' compliance with rules and strengthens classroom control. In this approach, value education is positioned as a regulatory element aimed at keeping students' behavior within certain limits; its pedagogical function is mostly defined as being limited to the moments when the need for discipline arises:

"Without order, there can be no lessons or anything else. Without rules and values, it is very difficult to control the classroom."

"First, everyone must know their place, then comes the teaching."

- Placing values teaching at the center of character and personality development (n=4): A limited number of teachers position values teaching as a fundamental component of character development. In these discourses, values are treated not only as classroom regulation tools but also as fundamental orientations that shape long-term personal development. Values teaching is defined as part of a broader educational goal regarding what kind of individual the student will become; the teacher's pedagogical responsibility is defined as guiding moral and personal development:

"What kind of person the child will become is more important than what they know."

"What is given at this age affects a person's whole life."

- Viewed as a prerequisite for academic learning (n=1): Only one teacher considered value education as a fundamental prerequisite for academic learning to take place. In this discourse, values form the necessary foundation for the student's focus on the lesson, active participation in the process, and success. In this approach, value education is not independent of academic content; it is positioned as a supportive element that directly affects the quality and continuity of learning:

"A child who doesn't take responsibility can't focus on the lesson either. Once the behaviors are established, the lessons progress naturally."

- Linking to social harmony and citizenship (n=1): One teacher based value education on achieving social harmony and a sense of responsible citizenship. In this discourse, values are defined as fundamental orientations that enable individuals to act harmoniously with others outside of the school environment. The process is structured as an educational foundation that supports the student in recognizing their social responsibilities and internalizing the rules of common life:

"They need to be able to apply what they learn at school outside as well. In a sense, they are learning to live together with everyone here. Tomorrow they will be a part of society, so they need to be raised accordingly."

The Pedagogical Role of the Teacher in Value Education. Value education is understood not only through content and method, but also through the teacher's pedagogical presence and positioning. Teacher discourses show that in this process, the teacher is positioned as a guiding authority, an exemplary model, or a guide supporting the thinking process. Furthermore, the relationship between personal values and professional responsibilities reveals that this pedagogical role is structured as a situational and multidimensional process rather than a fixed identity.

- The teacher's positioning as an authority figure (n=5): Some teachers accept themselves as authority figures who guide the process in teaching values, clearly defining boundaries and norms. In these discourses, the process is justified through the expectation that the student will conform to the truths determined by the teacher. The teacher's pedagogical role is associated with a guiding position that serves to ensure order and consistency in the classroom rather than discussing values:

"The teacher's word should be clear on some issues; if you are too flexible, children confuse the boundaries." "I think guidance is needed before counseling at this age."

- Emphasis on being a role model (n=5): Some teachers accept their role as a model who sets an example through their behavior. In these discourses, values are considered as orientations conveyed through the teacher's daily attitudes, reactions, and relationships, rather than as principles explained. The teacher's awareness that their own behavior is carefully observed by students is the fundamental basis of the process. In this approach, the teacher is not merely a narrator who transmits values, but a role model who makes them visible through experience:

"No matter what I say, children look most closely at what I do."

"If I don't pay attention to my own behavior, what I say becomes meaningless."

- Guidance and facilitation in values education (n = 3): A small number of teachers describe their role in values education as one of guiding and supporting students' thinking and meaning-making processes. In this perspective, values are approached indirectly, with teachers placing greater weight on how students come to notice and make sense of them through lived classroom experiences. Teaching, as described here, is less about asserting authority and more about staying alongside students as they think, using questions and gentle prompts to keep reflection moving.

"Rather than stating what is right outright, I prefer to get students to think it through."

"Guiding them with questions instead of giving the answer tends to work better."

- The determining influence of the teacher's personal values (n=3): A limited number of teachers define value teaching not merely as a professional responsibility, but as a process integrated with their own individual stance and worldview. In this approach, teachers' classroom preferences and attitudes are

seen as directly affecting students; the pedagogical role transcends institutional frameworks and gains meaning through the reflection of the teacher's personal value system. The level at which the teacher internalizes and reflects their own values is a fundamental element determining the quality of the process:

"Inevitably, people tend to emphasize their own beliefs more." "In some areas, my own perspective determines the direction of the lesson."

- Tension between professional role and personal values (n=1): One participant stated that the values prescribed by the school and the education system did not always align with their individual beliefs which creating a tension that made classroom decisions difficult. At this point, the teacher is trying to strike a delicate balance between maintaining their professional pedagogical role and reflecting their personal beliefs. This finding proves that value teaching is not merely a matter of pedagogical preferences; it is directly influenced by the interaction between individual conscience and institutional expectations:

"Even if I don't always agree exactly, I explain things the way the program requires. Sometimes, my own thoughts don't align with the school's expectations. At that point, I prioritize my identity as a teacher and put my personal opinion in the background."

Perceptions Regarding the Plannability of Values Education. Teachers interpret values education differently depending on timing, systematicity, and pedagogical awareness. Teacher discourses reveal that the process is sometimes based on spontaneously developing situations, and sometimes needs to be structured within a specific curriculum and plan. While perceptions regarding the relationship of values education to the program differ, pedagogical concerns about rigid plans potentially artificializing the process are also noteworthy. In conclusion, the findings prove that values education is pedagogically positioned not only through content but also through questions of how, when, and at what level it is planned.

- Perception that value teaching occurs spontaneously (n=5): A significant portion of teachers view value teaching as a process that develops through natural and spontaneous situations in the classroom, rather than through pre-planned activities. In this understanding, values are not the subject of specially designed lessons; rather, they are considered as achievements conveyed through daily interactions, encountered problems, and unexpected situations. The process is positioned as a flexible structure shaped by the teacher's pedagogical intuition and immediate reactions to the situation:

"These things are generally discussed spontaneously after an event."

"Capturing the moment is more effective than planning beforehand."

- A cautious stance toward planned activities (n = 5): Some teachers describe structured plans as distancing values education from everyday classroom life. For these teachers, highly planned activities can make values education feel forced. Meaning is said to emerge more often through ordinary classroom interactions, especially when teachers respond to spontaneous situations as they occur.

“Treating values as something you ‘do’ through activities doesn’t feel very natural to me.”

“When a separate time is set aside for it, it starts to feel artificial.”

- Linking with the program and curriculum (n=4): A more limited number of teachers address value teaching within the framework of the program and curriculum. In this approach, values are not defined as independent of learning outcomes; rather, they are considered as an educational component that must be thought of in conjunction with curriculum objectives. The process is positioned as a structure that is not left to the teacher's individual preferences, but must be planned and implemented in accordance with the overall aims of the program:

“Its inclusion in the program guides us.”

“I follow the program to determine which value to address and when.”

- Doubts about the measurability of values education (n=3): For a few teachers, talking about values also means questioning what can realistically be measured. In their accounts, values are not associated with outcomes that appear quickly or lend themselves to clear indicators, as academic results often do. What matters instead is a slower process, one that unfolds quietly and becomes noticeable only through long-term change rather than immediate evidence. The process is positioned as an area that is difficult to evaluate with standard measurement tools, and can be monitored more through student attitudes and long-term behavioral patterns:

“You see the behavior, but you can’t really know if they’ve gained it.”
 “Measuring it on paper doesn’t seem very feasible to me.”

Approach Variability and Contextuality. Interview data reveal that teachers' pedagogical approaches to teaching values do not exhibit a fixed and unidirectional structure, but rather can change flexibly in response to different situations and contexts. When examining teacher discourses, it is observed that the same teacher adopts a more rule-bound and directive attitude in situations requiring discipline, turns to experiential approaches in moments of intense social interaction, and allows room for reflection and justification when moral dilemmas arise. These findings indicate that teaching values is carried out in teacher practice not through a single predetermined pedagogical approach, but through situation-sensitive and contextual decisions.

- Normative orientation in disciplinary situations (n=7): When teachers reflect on moments of discipline, some describe reacting in a fairly immediate and pragmatic manner, guided by what the situation seems to require at that point. In these moments, concerns related to order and expectations come to the foreground. Also attention tends to shift away from broader discussions of values seen as less pressing than addressing the classroom dynamics unfolding in real time.

“When the classroom order is disrupted, there isn’t time for lengthy discussions.”

“The rules are clear; in that situation, application is more important than explanation.”

- Experiential orientation in social interactions (n=6): Again, a significant

portion of teachers address value teaching through lived experience and observation in situations where social interaction intensifies. In their discourse, peer interactions, classroom sharing, and daily encounters are described as pedagogical opportunities that allow for the concrete recognition of values.

“Talking about an event they experienced with their friends is more effective.”

“In such moments, I prefer to evaluate the experience together rather than just explaining it.”

- Reflective orientation in moral dilemmas (n=2): A small number of teachers observed that when faced with moral dilemmas, value teaching should be approached as a process based on thinking, justifying, and evaluating different perspectives. In these teacher discourses, value teaching is defined not as presenting absolute truths, but as a pedagogical approach that allows students to consider the situations they face in a multifaceted way and to question their own decisions.

“There is no single right answer in such situations; I want the children to think.”

“We listen to everyone's opinion and discuss why they think that way. Actually, my answer isn't important; what matters is how they decide.”

- Teachers adopting different approaches in different situations (n=2): Only a small number of teachers reported that they do not adhere to a single, fixed pedagogical approach in values education, but instead shift between different orientations according to the demands of the situation. According to these teachers, disciplinary moments often prompt a more directive, rule-oriented stance. In contrast, when classroom situations involve social interaction or moral tension, teachers describe allowing greater space for flexibility, experience-based practices, and reflection.

“It varies depending on the situation; it's not always possible to act the same way. Sometimes it's necessary to be clear, and sometimes it's necessary to give children space.”

“Even the same value, I sometimes approach it differently depending on the context.”

Discussion.

The research findings revealed that teachers largely position value teaching as a tool for transmitting absolute truths and supporting classroom management; however, this pedagogical stance can be flexible depending on the classroom context, encountered situations, and instructional priorities.

The Source of Values and the Balance Between Structure and Actuality. The research findings show that the majority of teachers treat values as absolute truths that are not open to pedagogical debate. This situation coincides with approaches that consider values as systematic ideas that ensure social order (Veugelers & Vedder, 2003). However, this absolutist positioning shows that in the tension between the function of education to make the individual compatible with social structures and the capacity of the individual to create their own value system, structure prevails over actuality (Giddens, 1984). The fact that teachers ground

values in cultural and traditional references also supports the view that value teaching is a transmission process that maintains continuity across generations (Termini & Golden, 2007).

The Student's Position: From Passive Receiver to Meaning-Making Subject. The findings revealed that teachers predominantly position the student as a passive receiver or an implementer expected to exhibit correct behavior in the process of teaching values. This situation shows limited overlap with the goal of contemporary pedagogical approaches to treat the student as a subject who reflects on values and constructs meaning (Säljö, 2023). As Garfinkel (1967) emphasized, students are not "cultural fools" who adopt social norms without questioning them; however, the emphasis in teacher discourses on the performance of behavior rather than its justification limits this meaning-making potential of students in classroom practice.

The Pedagogical Function of Values Teaching: Character Development or Classroom Management? One of the striking findings of the study is that values teaching is largely used by teachers as a tool to support classroom management and maintain discipline. While values education is associated with broad goals such as character development and social well-being in the literature (Thiroux, 1998), this research shows that values teaching is more prominently featured in terms of its function of maintaining daily classroom order. This indicates that values are transmitted through the implicit curriculum rather than the written curriculum, that is, through classroom routines and unwritten rules (Jackson, 1968).

The Pedagogical Role of the Teachers. Teachers define their roles as an authority figure and a role model in values education. The teacher's demonstration of values such as honesty, respect, and justice through their behavior has a decisive impact on the student's moral development (Lukman et al., 2021). However, the limited number of statements pointing to the tensions between professional role and personal values shows that teaching values is not only a pedagogical process but also an identity process for the teacher.

Plannability, Systematics, and Contextual Transitions. A significant portion of teachers state that value teaching develops spontaneously and is carried out through momentary situations. This perception indicates that value teaching is shaped by pedagogical responses to situations rather than being a planned and systematic character education (Birhan et al., 2021). Findings regarding approach variability revealed that teachers adopt a more normative and persuasive attitude in disciplinary situations, while they adopt an experiential and experience-based attitude in social interactions. These contextual transitions confirm that the value teaching approaches described in the literature are used not in pure forms in the classroom, but in an interwoven manner depending on the situation.

Conclusion. In conclusion, for primary school teachers in Kazakhstan, value teaching is positioned as a reflective process that develops the student's character in a multifaceted way, as well as a normative pedagogical field that maintains

classroom order and transmits social heritage. However, the fact that teachers adopt different approaches in different contexts shows that value teaching is not a static pedagogical process, but a context-sensitive one. For this process to evolve into a more reflective and questioning dimension, it is necessary to support teachers' pedagogical skills that position the student as an active subject, and to strengthen theoretical awareness of values education in teacher training processes.

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