

# Values Education in Learning Mathematics in Primary School

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The problem of the research is related to the growing contradiction between the demands set by the National primary education standard concerning values education and the practical experience at schools marked by the rise of intolerance, disrespect towards humans and public values.

The aim of the research is to consider the causes of this contradiction and suggest a way for the implementation of the tasks set for values education in learning mathematics in primary school.

The research has been produced by analyzing scientific literature, public press, and normative documents as well as by carrying out the analysis of primary school mathematics teacher polling.

The present article analyses the National primary education standard in mathematics, its aims and tasks as well as suggestions included in the normative documents and exemplary syllabus for the implementation of values education in the course of learning mathematics. The real situation at schools is investigated by analyzing the public press and primary school teacher polling.

The research reveals that there is a current active process of devaluation including a growing negative attitude towards mathematics as a subject of learning. The standard of mathematics only formally envisages the inclusion of values education in the process of teaching mathematics. In primary school, teachers are supposed to teach in mathematics lessons accurate and correct writing of figures and mathematical expressions, while learners must improve their understanding of mathematics and be able to carry out objective assessment of diverse opinions, provide adequate argumentation for their opinion, be aware of the significance of practical life issues, natural sciences, environment and health in everyday life.

The National primary education standard in mathematics does not envisage any criteria (regulations) for the implementation and assessment of values education; neither does it allot any definite time for this, thus it is impossible to talk about mathematics teachers being directly interested in values education.

The present article analyzes the experience of values education implementation in classical learning subjects and provides suggestions for the implementation of values education in the process of learning mathematics in primary school.

**Key words:** *standard of mathematics, values education, attitude of emotional assessment, self-assessment.*

## References

The Cabinet of Ministers regulations of 19 December, 2006, no. 1027 “Regulations on the national standard in primary education and primary education subject standards”