New Trends in Teaching Values at University level
Practical Study

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Abstract

There is a wide interest in university education in what is known as values education. A demand for such a project is becoming stronger in a number of countries and adopted by many governments in its various ministries, specially by ministries of education. From here came the idea of this study to teach students positive values, making teaching no longer limited to delivering theoretical information, but extends to include new forms of learning, such as cooperative, active and other types of learning. This paper is a summary of a project that was implemented during teaching ethical values course for a sample of students. The study adopted a strategy of integrating students into education through practical projects that reflect the theoretical information they learn in the field of ethical values. A sample of 32 students is divided into two groups (experimental and control). The first group taught empathy, respect, tolerance, justice in accordance with the traditional classroom-based method. While the second group taught through practical projects carried out by the students. Students are then wrote short project reports. After confirming the equivalence of the two groups of study, the pattern of education was applied through practical projects to the experimental group. The results of the analysis showed that there were statistically significant differences between the two study groups in favor of the experimental group. There is a significant correlation between carrying out practical projects while teaching the above values as compared to the traditional teaching method. The study recommends the importance of increasing studies in this field and applying them in other courses and for different values. It also emphasizes the role of educational institutions in promoting positive values among university youth.

Keywords: values education, practical project approach, University education.

الملخص باللغة العربية

يشـهد التعليم الجامعي اهتمامًا واسعًا فيما بات يُعرف بتعليم القيم وهو مشروع تزداد قوة المطالبة به في عدد من الدول، وتبنته العديد من الحكومات في وزاراتها المختلفة وعلى رأسـها وزارات التربية والتعليم. من هنا جاءت فكرة هذه الدراسـة حول تعليم القيم الإيجابية التي لم تعد تتحصـر في إلقاء المعلومات على الطلبة نظريًا، بل تمتد لتشـمل أشـكالًا جديدة من التعلّم، كالتعلم التعاوني والنشـط وغيرهما. وهذه الورقة خلاصـة لمشـروع تم تطبيقه أثناء تدريس مبحث القيم الأخلاقية لعينة من الطلبة. وقد تبنت هذه الدراسـة اسـتراتيجية دمج الطلبة في التعليم من خلال قيامهم بمشـــاريع عملية في واقعهم تعكس المعلومات النظرية التي يتعلمونها في مبحث القيم الأخلاقية.كمـا قامت بتطبيق الدراســـة على عينـة مكونـة من (32) طـالبًا موزعين في مجموعتين (تجريبية وضابطة) درست الأولى القيم الأخلاقية المتمثلة في: التعاطف، الاحترام، التسامح، العدالة وفق الطريقة التقليدية

القائمة على المحاضرات في داخل القاعة الصفية. بينما درست الثانية وفق أسلوب المشاريع العملية التي يقوم بها الطلبة في واقعهم ومن ثم يقومون بكتابة تقارير موجزة عما قاموا به من مشــــاريع. وبعد التأكد من تكافؤ مجموعتي الدراســة؛ تم تطبيق نمط التعليم عن طريق المشــاريع العملية على المجموعة التجريبية. حيث أظهرت نتائج التحليل وجود فروق ذات دلالة إحصــائية بين مجموعتي الدراســة لصــالح المجموعة التجريبية تؤكد وجود علاقة ارتباطية دالة بين القيام بالمشــــاريع العملية وتعلّم القيم الآنفة الذكر مقارنة بالطريقة التقليدية. وتوصــــي الدراســـة بأهمية زيادة الدراســــات في هذا المجال وتطبيقها في مقررات أخرى ولقيم مختلفة. كما تؤكد دور المؤسسات التعليمية في تعزيز القيم الإيجابية لدى الشباب الجامعي.

الكلمات المفتاحية: تعليم القيم، أسلوب المشاريع العملية، التعليم الجامعي

Introduction

University education currently is witnessing unprecedented changes and attention in two particular matters: the first is the formation and building of learning communities. Those communities that have become a necessary response to very rapid economic, social and cognitive developments. The second is what is known as values education. It is a project that is gaining strength in a number of countries and has been adopted by many governments in its various ministries, specially ministries of education.

This paper summarizes a project that was implemented during teaching a sample of students ethical values course

The process of teaching positive values is no longer limited to providing a single mental model, which is to give information to students in theory, but extends to new forms of learning, such as collaborative learning, active learning, and the like. The growing interest in values education globally requires that interested professors employ mechanisms and strategies consistent with the nature of the current era, and to review these mechanisms with a continuity that reveals the aspects of the reviews and what can be developed in the current era of accelerated changes in teaching and learning.

This study has adopted a new strategy of integrating students into education through practical projects that reflect the theoretical information they learn in ethical values course.

The study was conducted on a sample of (32) students divided into two groups (experimental and control). The first study examined the ethical values of empathy, respect, tolerance and justice according to the traditional method of lectures in the classroom. While the second studied according to the method of practical projects carried out by the students, ending with writing short project reports. After confirming the equivalence of the two groups of study, the pattern of education was applied on the experimental group through practical projects. The results of the analysis showed that there were statistically significant differences between the two study groups in favor of the experimental group. There is a significant correlation between carrying out the practical projects and learning the above values compared to the traditional method.

The students were directed to formulate and initiate projects related to what they learn about values in theory. the intend was to development a better mentalities and practices from the framework of students' intellectual indoctrination to the space of guidance, direction and coordination.

The study tries to answer the following questions: What is the effectiveness of the practical projects carried out by the students in raising the level of positive values among university youth?. Is there a correlation between the application of the method of practical projects and the learning of values for young people in the university?

literature review

  This study focused on a number of scientific references interested in values education. It is noted that everyone is aware that the present time is witnessing an unprecedented interest in values. The study by Jacqueline Ross (2001)[1], entitled Contemporary Ethical Thinking, is one of the most prominent examples of this type of study. She stressed in her study that the current years have been moral renewal years " ethics years".

It is noteworthy that these studies came after increased proportion of violence and terrorism among young people, specifically in many modern societies[2]. Which led the educators and specialists to seek effective solutions to address the phenomenon of violence. From here, the project of positive values, known as: Values Education, have been strongly present over the past few years, a project that is gaining strength in a number of countries. It has been adopted by many governments in its various ministries, especially education.

Western writings have also emerged, stressing the need to define a common framework for the ethics of the 21st century and that the ideas, assumptions and institutions on which modern society is founded are no longer sufficient to deal with many of the problems facing humanity.

One of the most prominent writings is the Kim Study (1999), entitled: A General Framework for Ethics of the 21st Century[3]. The study recommends the need for a common ethical framework called for by all cultures in a dialogue on human identity in the world of the future. This framework is based on four axes: preserving the land, human achievements through the free exercise of duties and responsibilities. Integration between the individual and society, peace through justice.

There are studies that have addressed the challenges faced by Arab societies in particular as a result of the extension of cultural globalization. Samia Khader study entitled: University Youth between Cultural illiteracy and ideological emptiness, an applied study on a sample of Ain Shams University male and female students. The study aimed to identify the beliefs and trends of the university youth and the content of his thought and the extent to which he absorbed the historical stages of the influential figures[4]. Among the findings of the researcher is that the university is more able than the school to disseminate cultural thought, which emphasizes the need to reconsider the role of the university as a platform for spreading thought and culture.

There are number of references that reviewed tools and mechanisms for the development of teaching methods in general, especially in the field of teaching values. Most of these references concludes that the methods of teaching are still traditional, mostly based on theoretical and cognitive indoctrination at the expense of practicing and using skills. It also lacks consistency between the curriculum and its contents and objectives from one side, and students' capabilities[5].

Still these approaches continue to give advantage to quantitative education rather that qualitative in ways and methods that prefer to repeat and store theoretical information which is merely practical.

[1] - Jacqueline Ross, Contemporary Moral Thought, trans; Adel Awa, (Lebanon, Awaidat Publishing and Printing, 2000).

[2] - John Heenan, A Case for Teaching Objective Values, http://www.teachingvalues.com/valuecasestudy.html.
Shirley Porter-Murdock, Ed.D, http://www.characterishigherthanintellect.com

[3] - Yersu Kim, A Common Framework for the Ethics of the 21st Century, (Paris, UNESCO Division of Philosophy and Ethics, Sep 1999).

[4] - Samia Khader Saleh, University Youth between Cultural illiteracy and ideological emptiness, Journal of the Faculty of Education, (Ain Shams University, No. 15, 1991).

[5] - Ibrahim Abdullatif, Social Subjects and Successful Teaching, (Cairo, The Egyptian Renaissance Library, 1991).

Hence, many studies called for the need to move away from the traditional methods of teaching, which aim to convey knowledge to the minds of students regardless of their psychological needs, motives, tendencies, desires, and the need to rely on methods that contribute to provide them with the skills of analysis and synthesis, work on the development of analysis strategies, to improve students level and performance[6].

The success of education is largely related to the success of the method used in teaching and learning. The involvement of the learner and making the student the main factor in learning is one of the most important objectives of the educational process and the fruits of its success today. Achieving the integration of theoretical knowledge with practical application and providing the learner with the opportunity to apply the knowledge in practice makes him an active participant in changing positively and promoting the development of self and identity.

Several studies have also emphasized the importance of using the Virtual Assessment, which reflects the trainee's performance and measures it in real situations. They seem to be learning activities and not as secret tests, in which trainees practice higher thinking skills and adapt a wide range of knowledge to elaborate judgments, to make decisions or to solve the real life problems they experience. Thus, they develop the ability of reflective thinking, which helps them to process, critique and analyze information. It links between learning and teaching. Traditional examination festivals that are concerned with reflexive thinking disappears in favor of directing trainee to learn for life[7].

Realistic Assessment focuses on analytical skills, information overlapping, encourages creativity, reflects real life skills, encourages collaborative action, develops written and oral communication skills, and is directly in line with education activities and outcomes, thereby ensuring that it interacts with lifelong learning. It also the integrates reading and performance assessment together. It depends on the direct measurement of target skill, encourages the diffusion of thinking to generalize possible answers, and aims to support the development of skills that are meaningful to the trainee, guide the curriculum, supports real life skills, supports information related to (How), provides monitoring for trainees' learning over time. The trainee is trained to address the ambiguities and exceptions that exist in real problems, and gives priority to sequence of learning or Scientifics of learning.

The realistic assessment is to measure actual knowledge and skills to be used effectively in a realistic context, which is linked to projects that reveal problem solving skills, information analysis and employment, and are in the form of projects or situations that reveal those skills.

There are many educators who have emphasized the need to use this type of assessment as it shows and measures the usefulness of what they learned theoretically in the classroom. The realistic assessment is multifaceted and varied fields and methods and tools, and the tests of achievement between these tools is only a narrow space, and that these Tests Non-confidential learning activities are carried out by students without concern or fear as they are in the context of traditional tests.

These educators have developed realistic assessment methods, the most important of which are the direct observation of students and recording information about them on how to learn, the level of their progress, it is also possible to include personal interviews with students.

It is clear from the previous studies that the subject of dealing with values education in the course of Islamic culture through the use of the method of practical projects, was not addressed, while the

6- Shehata Hassan, University education and university evaluation: between theory and practice. (Cairo, The Arab Book Library, 2001).

7- A group of specialists and researchers, A document on the future of educational work in the member states of the Arab Education Bureau for Gulf States, (Riyadh, Arab Bureau of Education for the Gulf States,2000).

studies found by the two researchers include a focus on the values acquired by students or recognition of the extent to which the curriculum includes values in general.

Significance of the Study

Today's university education needs to focus on building better mental models. Equally important is learning positive values. Building mental models is inseparable from positive values. Hence, the importance of this study in terms of the subject and in terms of the procedural steps taken as an applied study.

This study seeks to reveal the effectiveness of practical projects in teaching university students the values of empathy, respect, tolerance and justice in the course of Islamic culture, and the effect of allowing them to apply the theoretical knowledge they receive in the course of their lives through scientific projects that reflect their understanding of these values.

Universities in particular work to achieve educational goals as development of students cognitive and emotional personality, as well as strengthening values and beliefs of society, formation of positive attitudes towards these values, and building up negative attitudes towards trends and negative phenomena of extremism , violence, aggression, terrorism and the like. Taking into consideration that the target group for such phenomena mostly are young people.

The importance of this study is that it is an applied study dealing with one of the most important values education through practical projects. This will contribute to the development and improvement of curricula and learning tools for these studies in particular. The importance of the review and the continuous consideration of the learning mechanisms and their effectiveness in raising the moral value of the students is very clear. This study is intended to achieve all this.

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Study problem and questions

Positive values teaching of the university students is one of the most important issues that occupy a great deal of interest of teachers, administrators as well as learners, because of the consequent achievement and improvement in the level of performance and achievement of the desired educational goals. However, the means to achieve this increase in motivation can vary. Hence, this study presents one of these methods, namely, practical projects to reveal their effect in raising the moral value of students.

The problem of the study is determined by the following main question:

−Is there a statistically significant relationship between the use of the practical project mechanism in teaching the values of empathy[8], respect[9], tolerance[10], justice[11] and increasing the students' moral

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[8] -The ability to understand what others feel, which requires our ability to understand our feelings first, and the ability to be self-aware, must have the ability to read the emotional signals of other accurately first before the process of empathy which is a response. See: Marwa Ahmed Ali Ahmed, Components of moral intelligence and its relation to the achievement of students in secondary school, Journal of the Faculty of Education in Suez, university of Suez Canal, second issue - July 2010.

[9] - The virtue that helps an individual treat other the way he wants to be treated" where the result of that is "making the world a more ethical place. See: Michael Bourba, Building Ethical Intelligence, The Seven Standards and Virtues that Teach Children to Be Ethical, Translated by Saad Al-Hasani's, United Arab Emirates, University Book House, 2003.

[10]- The ability to respect the dignity and rights of others and to accept and appreciate diversity in ideas without prejudice, even if there is a conflict of opinion and ideas. See: Schirmer, W., Weidenstedt, L. and Reich, W., 2012. From Tolerance to Respect in Inter-Ethnic Contexts. Journal of Ethnic and Migration Studies, 38(7), pp.1049-1065.

[11] - The ability of the individual to establish a balance between the various aspects of his life, and to deal impartially and objectively with his family and friends, keeping aside from his interests and motives towards them. It to give everyone whatever he deserves whatever the reasons.

competence to these values at a level of significance of 5%, As related to the use of traditional method of teaching?.

Methodology of the Study

The descriptive analytical approach was used to obtain answers to the study questions. The researchers designed a 40-paragraph questionnaire distributed on the values of respect, empathy, tolerance and justice. Statistical approach used to try to reveal the relationship between study variables and their significance of differences. The importance of using this approach in the diagnosis of educational attitudes is clear due to its deep relation to learner psychological and social aspects.

1- Theoretical Steps

This course (Islm 101) named Islamic Culture is a compulsory course for all students in different fields. The study of ethical values is a major element in this course. The course deals with several concepts, most notably examples of some ethics such as compassion, justice, respect and tolerance.

The importance of the students' moral values has been explained, Student have been introduced to number of points to build a balanced character and contribute to the graduation of a good citizen. These points are as follows:

−The definition of moral values, especially the values of respect, justice, empathy and tolerance. It also explains the effect of values on the individual's behavior, his or her cultural awareness, his attitudes and trends, and his practical personality traits. These are criteria that define the individual's attitudes toward the act. They may be clearly expressed through the verbal expression of the individual and may be implicit or latent.

−Clarifying that values provide the individual with the sense of purpose of what he is doing and direct him/her towards achieving it.

−Values create a sense of right and wrong and act as an assessment tool.

−Values provide planning for socially acceptable behavior, so that individuals are able to understand the best ways to work and think before the stage of doing a certain behavior.

−Values contribute to guiding people to choose and promote social roles, and encourage them to carry out the tasks assigned to them in a manner consistent with the expectations of society.

−Values play a big role in achieving social discipline. Values influence people to make their behavior conform to ethical norms. Values also work to curb negative emotions that can lead to deviation and rebellion against ethical society systems and generate guilt and shame in people when they exceed standards.

−Values have a clear impact as a tool of social solidarity; the unity of groups is based on the existence of shared values, which makes people attracted to each other when they feel the same of ethics and values.

−Values protect the individual from tyranny, and arrogance

Values are also used to preserve the social gains. Values contribute to the preservation and protection of the identity and the civilizational structure of individual. Values also contribute to guiding the behavior of the public and private society, and enable to judge its practices.

Several values classifications developed by the researchers were explained. Values based on content were divided into: theoretical values, economic values, aesthetic values, social values, political values, and religious values.

2- Procedural Steps

This model shows how to integrate practical project methods in the teaching of ethical values, especially justice, respect, tolerance and empathy. It also shows the steps and mechanisms used to teach students how to choose practical projects that can reflect their understanding of these values.

2:1- Study sample

The study population consists of (32) students divided into two divisions. A sample was selected as experimental group and a sample as random control group.

Table (1) shows the distribution of study sample by group and population.

Table(1)

Group	Sample	Number
Control	A	16
	B	16

2:2- First Step

The study of the ethical values took two weeks of two lectures per week. The experimental group studied the method of scientific projects, while the control group studied the usual method and the number of lectures and subjects. After the completion, the study tools were applied to both study samples the experimental and control groups. The group, which was examined using a project-based teaching mechanism, was considered a pilot group, while the group studied the usual way was considered as control group.

Students in the Experimental group were directed to:

A) Identify or formulate the idea of the project themselves.

B) Determine how the project relates to the values of justice, tolerance, compassion and respect.

C) Determine how students benefit from what they have learned in theory about these values while applying practical projects.

2:3- Second Step

One of the most important reasons that led us to think about adopting this kind of mechanism in teaching, is our believe that the immersion of students in the collection, analysis of information , results and then the development of appropriate projects, makes them acquire scientific knowledge, which leads to the development required for their mental and practical skills, thus develop the ability of reflective thinking that helps them to deal with information, criticism and analysis.

The students were asked to contribute to the implementation of the values they actually learned. Prior to starting the projects, the students clarified their views about them and how they could contribute through their projects in disseminating and applying them. There was a brainstorming session in which students suggested dozens of suggestions on how to apply those values;

Visits to patients in hospitals and spending some time with them and their families, visits to the homes of the elderly and the elderly, field visits to some institutions for the education of children of autism and others…

2:4- Study tool

The tool used in the study is a questionnaire that we have developed after we have seen and found many ready-made tools.

The validity of the study tool was measured by: Authenticity of the content or the general validity to ensure that it serves the objectives of the study. It was presented then to a group of university professor arbitrators in the field of learning media, psychology and some other educational disciplines. They studied the tool and commented on it in terms of: The relevance of the paragraph to the content, the adequacy of the study tool in terms of number of paragraphs, their comprehensiveness, the diversity of their content, etc., which require adjustment as they see fit.

We studied then their observations and recommendations as we deleted and modified the content of some paragraphs to be more appropriate and accurate. The researcher considered taking the observations of the arbitrators, and making the required modifications as a general validity, validity of the content of the tool, and that the tool valid to measure what it was developed for.

The stability of the tool was calculated using half-split method: the questionnaire sections were divided into two halves, with the first half representing odd numbered questions, the second half representing the even-numbered questions, correlation coefficient between the two halves was calculated by the Pearson correlation equation (84.0). Stability coefficient calculated using Spearman / Brown equation, which showed (91.0), a <u>high</u> stability coefficient, confirming the validity of the questionnaire in this study.

The scale consists of 40 paragraphs, which are answered by the student by putting an X mark in front of the box that corresponds to the degree to which the content of the paragraph applies to it, which consists of a five-step scale: I strongly agree, I agree, I do not agree, I do not agree very much. The answer is "highly agreeable" with 5 points, "I agree" that takes 4 points, 3 points for "moderately agree", 2 for "disagree" and "strongly disagree" take one point.

3: Study Results and discussion

The aim of this study is to investigate the effect of using scientific methods in raising and increasing the students' learning and practice of the values of justice, tolerance, empathy and respect among the students of the university's syllabus by answering the following questions: Is there a statistically significant relationship between the use of practical projects method in teaching moral values and

Increase their learning and practice of these values at a level of significance of 5%.

To answer this, the students of the experimental and control groups were equal in the ethical values of justice, tolerance, empathy and respect. The test t was used to compare the control group averages with the experimental group averages on the that scale.

The table below shows no statistically significant differences between the two groups in the level of values of justice, respect, empathy and tolerance at the level of (0.01), which confirms the equivalence of the study groups in those values before employing the method of practical projects.

Group	Number	Arithmetic mean	Slandered deviation	T value	Indicator
Experimental	**16**	**2.310**	**.87**	**−5.311**	**0.0099**
<u>**Control**</u>	**16**	**2.560**	**.62**		

The experimental method was applied to the experimental group, and the experimental and control groups were sampled using test t) to compare the control group averages with the average of the

experimental group on the post-scale, as well as to compare the experimental group averages before and after the implementation of the project.

The results of the study showed that there were statistically significant differences between the performance of the experimental and control groups on the ethical values scale for the experimental group. The results of the study showed that the students of the experimental group who studied using the practical project method surpassed the students of the control group who studied the traditional method based on the values of justice, respect, tolerance and empathy. The result is that it provides a successful mechanism for developing positive values among university students.

The table below shows the arithmetical averages and standard deviations of respondents' responses to the values of justice, respect, empathy and tolerance.

Standard Deviation	Arithmetic mean			Group
0.87	2.31	Pre	16	Experimental
0.75	4.18	Post		
0.60	2.30	Pre	16	Control
0.62	2.56	Post		

The values of the arithmetical mean shown in the tables indicate the equivalence of the two groups on the pre-scale . On the post-scale of values , there are statistically significant differences. The experimental group mean (4.18) and the control group mean (2.56) on post scale. The mean of the experimental group itself compared to its performance on the scale before applying the method of practical projects and showes a difference pre (2.31) and post.(4.1)

T test results table to compare the mean of the two groups on the post scale

Indicator	T value	Standard Deviation	Arithmetic mean	العدد	Group
0.001	5.698	0.75	4.18	16	Experimental
		0.62	2.56	16	Control

The table indicates that there are significant statistical differences between the experimental averages of the experimental group and the arithmetic mean of the members of the control group in their level of learning of the values of justice, respect, empathy and tolerance after employing the method of practical projects, when teaching the subject at the level of significance ($\alpha <05.0$) A higher level of learning of the above values from the control group, in terms of statistical differences between the averages of the two groups which were in favor of the upper mean of the experimental group (2.56), after **using practical projects in the study of ethical values.**

This result confirms what the teaching mechanism based on the method of practical projects was willing to achieve through calling for the need to pay attention to the values , using it in the development of students, and encouraging them to employ the theoretical knowledge they receive in addressing the issues they face in their lives and their interactions with others.

The superiority of the experimental group, who studied ethical values in the method of practical projects, as compared to the students of the control group who routinely studied them can be explained that the practical projects made the subject lessons more interesting than the usual method. In the method of practical projects, the subject began with discussions and brainstorming to bring students

to issues related to the reality they live, which encouraged them to apply what they have learned about values in reality. That will contribute to building positive attitudes.

3-1: The most important objectives of practical projects:

−Promoting the positive values advocated by all religions (as there are some non-Muslim students who participated in the project) and seeking the common sense of justice, respect, empathy, tolerance and positive interaction with others regardless of their cultural or religious backgrounds....

−Developing the leadership aspects of the students' personality by using the mechanisms of teamwork and devoting the spirit of work as a team...

−Provide adequate opportunity to know others. Getting to know each other is one of the most effective ways to melt ice and bring together different views.

−Develop positive behavioral trends for students in a practical way , understand the relationship and linking the subject to life reality .

−Contribute to the early detection of any deviant behavior, through the multi-process project programs, which is usually detected through interaction and observation,.

−Contribute to the training of students to feel the positive values of self-confidence , manual work , cooperation , respect for others, and to fell and interact with weak people and other groups in the community around them,. This will lead to contribute to the formation of a balanced personality. It is common practice that activities of this kind displace internal conflicts and represent them outside of the self, reducing tension , reducing anxiety and improve mental health. Many studies confirm that those participating in practical projects are knowing more about safety and safety methods, characterized by growth of experiences, concepts, patterns of desired behavior, accepting social standards and legislation and laws as well as respect for civil life , manual work , public service, ability to control emotion and mood , mastering knowledge methods.

−Developing the student's ability to deal with difference; through cooperation in groups with people different from him .. which promotes positive values of tolerance and cooperation .. All these values lead to the promotion of counter-terrorism

−Consistency between what the student learns in the theoretical aspect and between work and application outside the theoretical framework. Sometimes students believe in the need to respect others and cooperate but do not know how to practice this. Activity allows them to do so by engaging in practice.

The results and the observations of the students involved in the practical projects show that the method of projects and group activities provided the opportunity for students to deepen the positive skills gained It at least, reduced some of the incorrect perceptions of not wanting to deal with those who are different from them or setting up fake barriers with those around them for one reason or another ... especially many students are of different races and some are of the other religions followers, albeit in a small number.

Most participants emphasized their belief that success and achievement are a joint work of the group and the team, and that if the individual achieves success within the group, this does not detract from his individual work in anything but vice versa. Which contributes to the creation of a group work

spirit, and the interdependence of individuals not only at the level of the university but also at the community level, the university is a small society.

From here we can say that ethical values in general are not taught as curricula taught within the universities but are gained through the practices performed by teachers and educators with students in educational institutions using various educational means such as projects and others.

4- Conclusion and recommendations

This study dealt with the method of practical projects in teaching a package of positive values for a sample of university students. The results of the study have resulted in the effectiveness of this method in raising the moral value of students. Which emphasizes the role of curricula in the development and the formation of individuals if they include specific goals and values alone reflect the role of educational institutions in raising their outputs morally and ethically.

Which necessitates the creation of curricula that establish a clear value structure in various decisions. As well as the need to develop teaching methods and techniques, and not to concentrate on traditional teaching, which showed the weakness of its effectiveness in the establishment of the values and inability to raise the efficiency of practice and learning among students.

The study emphasizes the importance of developing the methods that are based on conservation and memorization in most of the courses to methods based on solving issues. Students are to be trained to implement thinking and ability to choose between alternatives. Young people are to be given the opportunity to identify their views and to create them according to a scientific approach.

The study also emphasizes the role of the method of practical projects and activities in promoting the value culture of the student and its cultural role. In addition, the methods adopted by the institution in which tolerance, understanding and co-existence prevail towards the learners, contribute clearly to the development of the individual's personality and to the realization of the concepts of diversity and acceptance of the other.

The study also emphasizes the importance of developing the capacity of the university professor to be the ideal model presented in the educational institution. The role of the professor should not be limited to giving information and indoctrination of ideas, concepts and beliefs from one point of view based on binding, It should be through involving learner in all of that, even with some analysis, discussion and opinion.

The role of the teacher and the educational institution in general and the universities in particular is in the development of the student's ability to think scientifically , team work , interaction between students, to acquire the meaning of the collective and coexistence and freedom of opinion and respect for the opinion of others and positive criticism.

The study also shows that the interaction of learner with his teachers and colleagues in a climate that gives him the freedom of speech, movement and experimentation are all of great importance in the rational mental construction and the proper growth of individuals to be properly prepared according to a scientific approach away from improper ideologies and their consequences.

Therefore, instilling and strengthening values in society can only be achieved through a return to the Islamic civilizational identity, pride and role in building values. To be the lifestyle that they live, a model for activating the values of civilization through the exercise various types of social relations, cultural and economic.

The study recommends that:

−Train teachers on entrance to teaching educational values and evaluate them in the light of contemporary trends in the training programs for teaching staff while in service, with the need to give them the opportunity and encourage them by reducing administrative and academic burdens (if required) and the like.

−The need to raise the awareness of the academic and administrative bodies in the universities of changes in education, and discuss the importance of teaching students effectively about the world today.

−The need to reformulate the educational system in accordance with the requirements of the society of the twenty-first century.

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