

# THE AIMED VALUES AND COMPETENCES OF PHILOSOPHY TEACHING IN THE SECONDARY SCHOOL IN MOROCCO BETWEEN THE EDUCATIONAL GUIDES AND THE POINT OF VIEW OF THE PHILOSOPHY TEACHERS

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***ABSTRACT\_** The study aimed to be sure of how far the philosophie teacher cares to establish the values and develop the aimed competences of philosophy teaching in the secondary school as it is stated in the educational guides.*

*In order to reach this goal, we have used a descriptive and analytic method to gather data. We have also used a questionnaire because it is the appropriate tool to measure how the philosophy teacher cares to establish the values and develop the aimed competences as it is stated in the official guides. We therefore applied this method on a sample of (80) philosophy teachers in the secondary school.*

*After analyzing the questionnaire handouts to the teachers, the survey results revealed that the interviewed teachers' tendency and agreement lead to their confession that there is a gap between the values and the competences in the educational guides and between its teaching reality in the secondary school. It is therefore difficult for the philosophy teacher to focus on the establishment of these values and develop these competences in students due to the lack of subjective and objective conditions and the absence of a good and serious knowledge and a pedagogy education (practice) in addition to the disagreement of the values and the competences within some teachers contentment's. Thus, the teacher, with his personal contentment, may influence the values and competences That the philosophy tries to establish in the students' minds.*

**KEY WORDS:** *philosophy and values, philosophy and competences, philosophy and educational guides.*