



Teaching of Values: A Model Approach

KEYWORDS

Values education practice constitution model

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ABSTRACT

Verily: it is quite worthy of state that in prospect of values and cultural heritage. India is so strong that not even a single nation of the world could raise its head. If we practice that in true sense in our daily practical life in the society. To maintain this strong value system of our country we have to transmit all the values in our generation through informal, formal and non-formal system of education. This paper highlights the some of the important models of teaching which are very important to make the learner able to practice several values which are essential for human beings and the society in general.

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Whatever exists in the universe has its own value but it is upto the people to what extent they utilize it to satisfy their own desire, value is meant as: worth, a fair equivalent, intrinsic worth or goodness, recognition of such worth, that which renders anything useful or estimable, the degree of this quality, relative worth, high worth, esteem efficacy, excellence, price, precise meaning, relative duration, relation with reference to light and shade, the special determination of quantity. In its most general usage in the social sciences value denotes any object of any need, attitude or desire, the attitude in this, the individual counterpart of the social value, activity, in whatever form, is the bond between them, the cause of a value or of an attitude, it is never an attitude or a value alone, but always a combination of an attitude, and a value. The values are regarded as human preferences. These may be dominated by desire on the one hand, and the other, be based on the commitment to what is right and true.

In my society, values may be classified as physical, social, economic, emotional, aesthetic, moral and spiritual corresponding to these values, there are dis-values or evils such as material evils, aesthetic evils, moral evils and spiritual evils. This word is used only in those cases where an actual interactive relationship exists between needs, attitudes and desires on the one hand and objects on the other hand. Thus objects perceived by a scientific observer to have relevance for the needs, attitudes, and desires of the people whom he is observing are not values unless this relevance has somehow been transplanted into an observable relationship between the thoughts and actions of the people observed and the objects observed. It also denotes the shared cultured standards according to which the relevance-moral, aesthetic or cognitive, of the objects of attitudes, desires, and needs can be compared and judged, by a social value we understand any datum having and empirical content accessible to the members of some social group and meaning with regard to which it is or may be an object of activity. By attitude we understand a process of individual consciousness which determines real of possible captivity of the individual in the social world.

Sources of values are embedded in the cultural achievement in social institutions and in individual. Therefore, there are as many value system as individuals, institutions and social systems. Each value is interdependent and interrelated with each other. In the process of integration, a system of values or a pattern of val-

ues is developed within an individual or a group of individuals, physical organic values may considered in relation to intellectual, ethical, aesthetic, emotional, moral and spiritual values of individuals or groups. Again, it may be seen that emotional values depend on physical well-being of an individual, so also the physical values require emotional strength of an individual.

The national values utilized by the people of India are expressed in the preamble of our constitution as under.

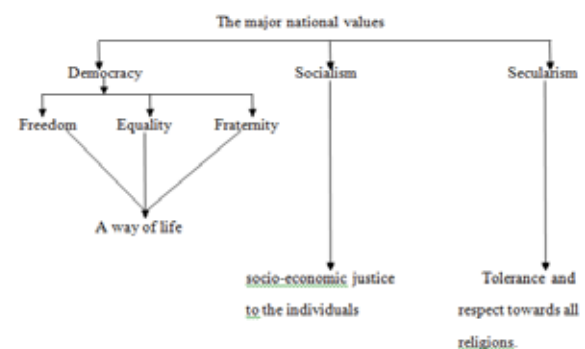
"We, the people of India, having solemnly resolved to constitute India into a sovereign Democratic Republic and to secure to all its citizens.

Justice: Social, Economic and political.

Liberty of thought, expression, belief, faith and worship;

Equality of status and opportunity, and to promote among them all; Fraternity assuring the dignity of the individual and the unity of the relation.

The diagrammatic representation of the major national value of India, are as follows:



To develop all these value in the behavioral outcomes of the children of our country, the teachers so called national builders, have to utilize various techniques, methods, devices, strategies, and the latest, the models of teaching in the classroom teaching learning process.

Bruce Jayce and Marsha Weil (1985) classified models of teaching into four families namely, information processing models, Behavioral Models, personal models and social interaction models.

Due to restriction of the length of the paper, it is not possible to discuss here all the models of teaching only three mod-

els, namely, Role playing model of teaching, jurisprudential model of teaching and social simulation model of teaching have been presented.

Role playing model of teaching

At every moment for the sake of living well in the society, we have to interact with the people. Adjust with the different situations and experience with the many objects. The feelings about people and situations affect our behavior and determine how to respond in various situations. Whatever we play in the society is termed as rules. A role is "a patterned sequence of feelings words and actions...it is a unique and accustomed manner of relating to others. The roles are determined by several factors. For example the acts of different type of persons in the society. Their feelings, norms and rules of culture and institutions. 'Role playing is a vehicle that forces us to take the role of others.'

Due to two significant reasons the teachers utilize this model of teaching which are as follows:

- i) To begin a problem of social education in which a role playing situation forms much of the material to be discussed and analyzed, for this purpose, a particular kind of problem story might be selected.
- ii) To help a group of children deal with an immediate human relations problems, role playing can open up a problem area to the students, inquiry and help them to solve the problem.

Phases of the model and their activities

1. Warm up the group

- identify problem
- Make problem explicit
- Interpret problem story
- Explore issue
- Explain role playing
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2. Select participants

- Analyse roles
- Choose role players

3. Set the stage

- Set line of action
- Restate roles
- Get inside problem situation

4. Prepare the observers

- Decide what to look for
- Assign observation task

5. Enact

- Begin role play
- Maintain role play
- Break role play

6. Discuss and Evaluate

- Review action of role play (events, positions, realism)
- Discuss major focus
- Develop next enactment

7. Re-enact

- Play revised roles suggest net steps or behavioral alternatives

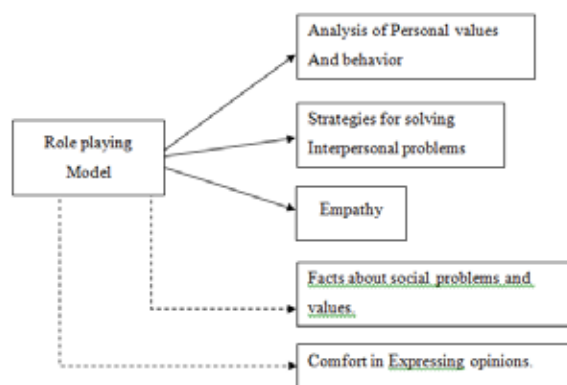
8. Discuss and Evaluate

- As in phase six

9. Share experiences

- Role problem situation to real experience and current problem.
- Explore general principles of behavior.

In this direction the following diagrammatic representation depicts an instructional and naturant effects of this model.



Jurisprudential model of teaching

This model was developed by Denold Oliver and James Shaver. They develop a strategy to inculcate knowledge and develop skills among students to pass their practical life in the strong value system of India as a good and a productive human being. A skilful human being is that who could adopt all the norms and values in their practical life and solve the various public issues in the society.

This model constitute the following six phases:

Table No 2

Different phases and there activities in jurisprudential model.

Phases & Activities

I. Orientation to the case

- Introduce Materials Review Facts

II. Identifying the Issues

- Synthesize facts into a public policy issues in forms of values.
- Select one policy issue for discussion.
- Identify values and value conflicts.
- Recognize factual and definitional questions.

III. Taking a position

- Articulate a position state basis of position in terms of the social values or consequences of decision.

IV. Exploring the stances Patterns Of Argumentation

- Establish the point at which value is violated. (factual).
- Prove the desirable or undesirable consequences of a position (factual).
- Clarify the value conflict with analogies.
- Set priorities. Assert priority of one value over another and demonstrate lack of gross violation of second value.

V. Refining and qualifying

- State position and reasons for the position position and examine a number of similar situations.
- Quality position.

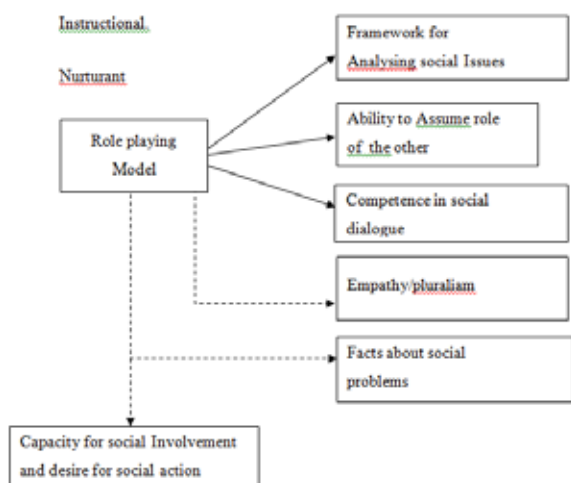
VI. Testing Factual Qualified position

- Identify factual assumption and Assumptions Behind determine if they are relevant.
- Determine the predicted consequences and examine their factual validity (will they actually occur).

In this model the teacher has to initiate and control the whole situation of the open discussion in class room teaching process so that the students could not deviate themselves from the right track of inculcating the various values in their behavioral outcomes.

The teacher present the initial case learning materials in the class relating with previous background of the students existing in their cognitive structure. When the students become perfect in the utilization of this model later on they could apply it in their own practical lives for the sake of well adjustment in the society.

The instructional and nurturant effects of jurisprudential enquiry model is represented in the following diagram.



The simulation model of teaching

No doubt in the field of teacher education, simulated teaching is very useful to provide teaching skills to the student teachers before going to the teaching practice for a one or two months in real classroom situation at different level of schooling. The application of this model is based on the principles of cybernetics. It is the comparative study of the human (or biological control mechanism and electromechanical systems such as computers. All human behavior reflects a perceptible pattern of motion. This constitutes both covert behavior such as thinking and symbolic behavior and much overt behavior. In any given situation individuals modify their behavior according to the feedback they receive from the environment. The cybernetic principles are applied in the educational process to develop simulators. 'A simulator is a training device that represents reality very closely but in which the complexity of events can be controlled'.

In the process of simulation the teacher makes learning simple and less complex so that the student could understand well and make the learning permanent in their cognitive structure for the sake of application in failure in their daily practical life. The students learn from self generated feed back.

The simulation model of teaching constitutes the following four phases:

**Table No 3
Phases & Activities**

I. Orientation

- Presents the broad topic of simulation and introduction of concepts.

II. Participant Training

- Set up the scenario (rules, roles, procedures, scoring types of decision to be made, goals, role assignments and an abbreviated practice session.

III. Simulation operations

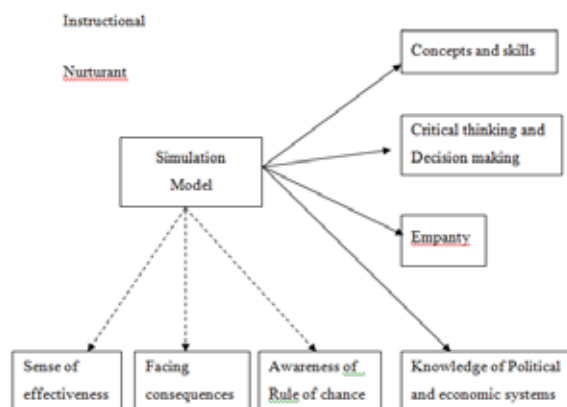
- Conduct game activity and game administration.
- Obtain feedback and evaluation of performance and effects of decisions.
- Clarify misconceptions.
- Continue simulation.

IV. Participant debriefing

- Summaries events and perceptions.
- Summarize difficulties and insights.
- Analyze process.
- Compare simulation activity to the real world.
- Relate simulation activity to course content.
- Appraise and redesign the simulation.

In this model the teacher plays a significant role to develop student's consciousness about the various values of the society. The teacher manages all the learning situations in the class room. Specifically in this model the teacher plays three significant role in terms of : (i) explaining (ii) referring and (iii) coaching After completion of these three roles the teacher encourages the students for open discussion to clear their confusion in understanding of different concepts in the classroom.

The nurturant and instrnchanal effects of this model is represented in the following diafram:



Really if we want to make the generation able to practice values in their behavior, we have to provide training of various teachings strategies, methods from different angles, particularly models of teaching to the national builders (teachers) so that they could apply them in practical-classroom teaching learning process to maintain Sattyam. Shivam and Sundram in all respects in behavioral outcomes of the progeny of India.

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