



ORIGINAL RESEARCH PAPER

Education

SOME APPROACHES IN TEACHING VALUE EDUCATION AT PRIMARY LEVEL SCHOOL TEACHERS

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Dr.D. P. Saravanan

Assistant Professor, Department of Educational Planning and Administration, Tamil Nadu Teachers Education University, Chennai

ABSTRACT

This study aims to ascertain primary school teachers' views on learning and teaching in the context of the value-based approach and to explore the values teachers rely on in their daily work. The study is based on the survey of 359 primary school teachers. The analysis produced a five-factor model, showing satisfactory factor loadings for each. The study revealed that teachers' beliefs about traditional and constructivist teaching styles are somewhat contradictory, expressing on the one hand support to the constructivist approach to learning, but admitting at the same time that for both themselves and their students the traditional teaching style is more convenient. However, the majority of teachers believe that adherence to social constructivist learning principles yields better knowledge and practical skills. In primary school teachers' approach to learning and teaching the most important key point is the acquisition of knowledge and useful skills, implemented through cooperation and favourable learning environment.

INTRODUCTION

In our contemporary society, Values Education is an inferior area of academic interest especially in public school. It is because it has no independent existence as a subject. It is an area of study that does not bear equal weight as Mathematics, Science and other field of interests. But how can Values Education be counted as legally equal to Mathematics, Science, English and Filipino as subjects. It is when Values Education is placed on a equal premium on critical, rational and logical thinking to cultivate moral and evaluative reasoning when addressing a certain problems or issues.

In that sense, here are some approaches in teaching Values Education that could possibly maintain the concept or basis that the subject is as meaningful as the academic subjects. The first approach is values integration. It is the learning process in any subject which covers the acquisition not only of concepts and skills but also of values. The second approach is values inculcation. This is instilling and internalizing norms in the individual value system through modeling. Values Clarification is the next approach. It makes choices freely, prizing and cherishing choices made. Another approach is the moral development. This confronts a moral dilemma, setting a position on a dilemma and reflecting on the reason.

The next approach is values analysis. It identifies and clarifies value in question, assembles and assesses facts, arrives at tentative value decisions and tests the value principle implied in the decision. The last but not certainly the least approach is action learning. It is planning strategies for action steps, implementing strategies and evaluating and reflecting on actions taken. These approaches will guide our students in solving conflicts in nonviolent ways as they are encouraged to express ideas without fear.

Various Approaches of Values Inculcation

Values are affectively laden thoughts about objects, ideas, behavior, etc. that guide behavior. The Oxford Dictionary defines the term 'Value' as (a) the worth of something in terms of money, (b) the quality of being useful or important, and (c) beliefs about what is right and wrong and what is important in life. 'Value' acquires these and other meanings depending on one's point of view, and the subject area in which it is used. Values can be categorized by their source as spiritual, moral, material, cultural, intellectual, aesthetic, economic, political, and social values. Values are defined in literature as everything from eternal ideas to behavioral actions. As used here, values refer to criteria for determining levels of goodness, worth or beauty. The act of valuing is considered as an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. We are covering values as part of the affective system.

Desirable Teacher Values That Inform Values Education

One prima facie solution to the challenge of teaching values

education is to focus on the need for teachers to create warm and supportive classroom environments in which students feel free to express their thoughts and feelings or even experience catharsis, and to be tolerant of different student opinions. A more exacting method of determining whether certain values are more important in values education than other areas of learning, is to examine the teaching/learning strategies that teachers must adopt in facilitating each of the major contemporary approaches to values education, and to infer the teacher values that are needed to inform practice. The author identifies four major and contemporary approaches to values education in Australian schools. They have different theoretical underpinnings that challenge the validity of inferring desirable teacher values from a single approach.

The trait approach focuses on developing pre-established values that can be observed in behaviour, through either directed (exhortative) teaching or indirectly through moral biography; values clarification focuses on making students aware of their own values through various clarifying tasks facilitated by teacher questioning; the cognitive developmental approach focuses on improving moral reasoning that can be located at different stage levels, and promoted through guided discussion to resolve conflicts presented in moral dilemmas; and role-play focuses on becoming aware of self and others through briefed, spontaneous verbal exchanges between students that explore solutions to given scenarios.

Values

Values are defined in literature as everything from eternal ideas to behavioural actions. Values refer to the criteria for determining levels of goodness, worth or beauty. Values are affectively-laden thoughts about objects, ideas etc. that guide behaviour but do not necessarily require it. The act of valuing is considered an act of making value judgments, an expression of feeling, or the acquisition of and adherence to a set of principles. A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.

Types of Values

In general, values may be classified as personal, social, moral, spiritual, and behavioural values. All these values are necessary for all types of persons in the society. These five values are inter-related and inherent in human beings, raising them above the level of the animal kingdom. Brief description of values is given as follows:

- **Right Conduct:** Right conduct means contentment, courage, dependability, duty, ethics, gratitude, good behaviour, healthy living, helpfulness, initiative, leadership, time management, resourcefulness, respect, responsibility, sacrifice, self-sufficiency, selfconfidence, and simplicity.
- **Peace:** It is the stage in which the senses are mastered and

held in balance. It means calm, concentration, contentment, dignity, discipline, endurance, focus, happiness, honesty, innersilence, reflection, satisfaction, selfacceptance, self-confidence, self-control, selfdiscipline, self-respect, understanding, care for environment, and national responsibility.

- **Truth:** Truth is that which is not modified by time, space, or attribute. It is same forever, unaffected and unchanging; it is never proved false by some subsequent event or knowledge. It also means consciousness, curiosity, discrimination, equality, honesty, integrity, optimism, quest for knowledge, reason, selfanalysis, self-knowledge, self-worth, sense control, spirit of inquiry, synthesis, truthfulness, unity in thought, word and deed, and unity in diversity.
- **Love:** Love is the word that indicates the reality of the one. Love transposes the self on to another and the two begin to think, speak, and act as one. When love takes in more and more into its fold, more and more entities are unified as one. Love means bliss, caring, compassion, dedication, devotion, empathy, friendship, forgiveness, generosity, helping, human dignity, inner happiness, joy, kindness, patience, purity, sharing, sincerity, sympathy, tolerance, and wisdom.
- **Non-Violence:** Non-violence means not causing harm to any living being. It also means appreciation of other cultures and religions, brotherhood, citizenship, compassion, concern for all life, consideration, co-operation, forgiveness, global awareness, good manners, inclusiveness, loyalty, national awareness, service to other, social justice, sustainable growth, universal love, and unwilling to hurt.

Role of School in Inculcation of Values among School Children through Different Approaches

It is generally accepted that five universal human values i.e. Truth, Righteous conduct, Peace, Love and Non-violence are directly linked to physical, intellectual, emotional and spiritual facets of human personality. These values are essentially acquired during childhood, first in the home and then at the school. It has been discussed in different gatherings from time to time. School is the place where the child gets education and many of the values inculcate in child that are necessary for his personality development and whole life. In schools different approaches like direct approach, indirect approach, and incidental approach can be used to inculcate values among children.

These approaches are discussed below

1. Direct approach: The direct approach refers to deliberate systematic instructions in values in specially provided period of school time table. This approach is being followed in many schools where the provision has been made in the time table. The values are explained and illustrated through stories of real life events, etc. Role playing activities may also help in developing values. Enacting a drama helps a child to understand the behaviour expected.

2. Indirect approach: The indirect approach of value education advocates the integration of values with regular curriculum. Value education is imparted as an integral aspect of various curricular and co-curricular activities. The National Curriculum for Elementary and Secondary Education has recommended this approach. The various subjects at the school level such as language, mathematics, environmental sciences (science and social science), work experience, art education, health and physical education have included the content essential to inculcate desirable attitudes, appreciations, and values.

3. Incidental approach: The incidental approach of value education implies imparting such education whenever an appropriate occasion arises for the same. For example, acts of courage, bravery, discipline, etc. can be highlighted on various occasions in the school such as morning assembly or sports day. Games, sports, scouting, NCC, NSS, and mock parliament are good places for practice of values. The progressive effect of these kinds of experiences leads to internalization of values among students. In majority of the schools indirect-integrated approach is being followed where as in some schools, particularly those run by voluntary organizations direct approach is followed. The school must subscribe to one of the above approaches.

Other approaches the school can use for inculcation of values among children are as follows:

- The libraries are to be enriched with comics, dramas, fictions, stories, and literatures.
- The children are to be encouraged to study literature and auto biography of great personalities.
- Cultural activities such as dance, drama, play and music depict unity in diversity.
- Social service camps provide opportunity to develop values of cooperation, equality and justice.
- There are different methods like presentation of example of self (teacher), discussion, dramatization, value clarification, exposure to incidents full of values, and film shows followed by discussion are also helpful for inculcation of values.
- The discussion of behavior patterns and activities may be conducted in the classroom.

CONCLUSION

Education is the key to all types of problems. With the help of education we can solve any types of problems in the society. Through education it is easy to inculcate values in the students. Without human values we can't survive in the world in a peaceful manner and we can't enjoy the facets of life. For this the mind of children should be cultivated purposefully so that they learn how to follow values not how to avoid or erode them. Thus, it is the duty of school, family, and community to inculcate values among children so that they can live a better life and help in the development of society and nation. It is the duty of every human being to give due importance to human values and try to imbibe these values.

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