



IMPORTANCE OF VALUE EDUCATION

***Yogita Vyas, Assistant Professor**

Amity Institute of Education, Saket , New Delhi

Email: yogsam78@gmail.com; 99682097558

Received 21st Nov. 2016; Revised 22 Nov. 2016; Accepted 22 Nov. 2016

ABSTRACT

All human beings have different level of inherent intellect which germinate and grow through education. The role of teacher is to create different and innovative teaching skills for inclusive class room. "Inclusion is important because through our diversity we certainly add to our creativity. If you don't have a diverse classroom or a diverse world, you don't have the same creative levels. However, even with well-planned inclusive services, general education teachers and co-teaching teams often struggle with how to effectively teach students with disabilities in general education classrooms. This article provides tips for inclusive practices that will assist general education teachers in meeting the educational needs of their students with different needs. The implications for these findings are considerable for teacher training and development.

Key words: *value education, intellect, respect, skills*



International Educational Journal is licensed Based on a work at www.echetana.com

Introduction

Effective teaching skills consist of high levels of student engagement based on good classroom and time management skills; the ability to scaffold learning that is adapted to students' current levels of understanding; cognitively engaging students in higher-order thinking; and encouraging

and supporting success. If you are a teacher of students within an inclusion classroom, then you are probably a creative, caring, patient, innovative, resourceful, structured, and flexible person.

At times, inclusion teachers work with the whole class, small groups, and individual students. Baseline levels inform teachers which students need direct skill instruction, practice, remediation and/or enrichment. Inclusion at its finest involves general and special education teachers and related staff forming collaborative respectful partnerships that honor all students' levels. Overall, the most important thing to remember is to always have high expectations for your students and to highlight their strengths.

Therefore overall effective teaching, depend in part on the beliefs of teachers about the nature of disability, and about their roles and responsibilities in working with students with special education needs. Elementary classroom teachers who believe students with special needs are their responsibility tend to be more effective overall with all of their students.

Background of the problem

Little is known about how skills for effective inclusion are developed, or about how changes in teachers' beliefs about disability, ability and their epistemological beliefs may be reflected in changes in their practices. The literature on these topics is examined and implications drawn for teacher preparation for inclusive classrooms.

School teams spend precious time creating the foundations of inclusive programs for students with disabilities. Careful thought goes into scheduling co-taught classes, creating balanced classroom rosters, training co-teaching partners, developing collaborative relationships, and providing appropriate supports for students with disabilities. The research reported here suggests that in elementary classrooms, effective teaching skills are effective for all students, both with and without special education needs.

Methodology

Use a variety of co-teaching methods, including:

1. Interactive Teaching - Teachers alternate roles of presenting, reviewing, and monitoring instruction.
2. Alternative Teaching - One person teaches or enriches a concept for a small group, while the other monitors or teaches the remaining students.
3. Parallel Teaching - Students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.
4. Station Teaching - Small groups of students rotate to various stations for instruction, review, and/or practice.

Classroom Management

- Create a structured classroom. This may include designating separate areas for group and individual work and centers for reading or art, as well as creating a daily class schedule.
- Display classroom rules.
- Post the daily schedule incorporating color.
- Provide opportunities for purposeful movement.
- Develop classroom cues for settling down to work, getting out materials, and quieting down.
- Plan for transition times (between subjects or tasks, before and after lunch, changing classes).
- Help students organize their materials by using checklists, folders, and containers to keep materials organized in desks.

- Visually monitor student activity.

Tips for Structuring Lessons

- Differentiate instruction by using flexible grouping, providing activities that appeal to various learning-style preferences, giving students choices, and creating alternative activities and assessments.
- Think "universal design" when planning instruction. "The central premise of Universal Design for Learning is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts" (CAST, 2004, 3). Incorporate three qualities of universal design when planning instruction:
 1. Multiple means of representing content (visual and oral strategies),
 2. Multiple means of students' expression of content (writing, illustrating, speaking),
 3. Flexible means of engagement as students learn (videos, software, and role-playing).
- Provide opportunities for students to work in small groups and in pairs. If cooperative learning strategies are used, five conditions must be present: (a) The task must be authentic, worthwhile, and appropriate for students working in groups; (b) Small-group learning must be the goal; (c) Cooperative behavior should be taught to and used by students; (d) Group work should be structured so that students depend on one another to complete a task successfully; (e) Students should be held individually accountable
- Use graphic organizers to assist students with organizing information in meaningful ways.
- Use the instructional sequence of "I do" (teacher model), "We do" (group practice), and "You do" (individual practice). Provide supports or scaffolds to students as they are learning new material and withdraw them when they are able to perform the task on their own .

- Employ active learning strategies such as "think, pair, share" to promote recall and understanding of new learning. This strategy allows students to reflect individually on a question, pair up with a partner to share and compare answers, and finally give the best answer.
- Teach learning strategies along with content material. Strategy instruction may be defined simply as instruction in how to learn and perform. "Learning strategies help students learn and perform by providing them with a specific set of steps for: (a) approaching new and difficult tasks, (b) guiding thoughts and actions, (c) completing tasks in a timely and successful manner, and (d) thinking strategically. Learning strategies may include organizing materials, memorizing information, taking notes, reading text, and taking tests.

Use ongoing informal and formal assessments to help inform instruction and monitor student progress.

Conclusion

Teacher must use the following strategies for successful teaching in an inclusive classroom:-

1. Establish prior knowledge.
2. Pre-plan lessons with structured objectives, but also allow for inter/post planning.
3. Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
4. Use a step-by-step approach, teaching in small bites, with much practice and repetition.
5. Reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighborhood to read street signs.
6. Think about possible accommodations and modifications that might be needed such as using a

digital recorder for notes, reducing the amount of spelling words, and having enrichment activities prepared.

7. Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with chopsticks.
8. Teach to strengths to help students compensate for weaknesses such as hopping to math facts, if a child loves to move about, but hates numbers.
9. Concentrate on individual children, not syndromes.
10. Provide opportunities for success to build self-esteem.
11. Give positives before negatives.
12. Use modeling with both teachers and peers.
13. Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
14. Relate learning to children's lives using interest inventories.
15. Remember the basics such as teaching students proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R's: Reading, Writing and Arithmetic.
16. Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
17. Increase students' self-awareness of levels and progress.

References

- Bender, W. N. (2002). Differentiating instruction for students with learning disabilities: Best practices for general and special educators. Thousand Oaks, CA: Corwin Press.
- CAST. Summary of universal design for learning concepts. Retrieved September 20, 2004, from <http://www.cast.org/udl/index.cfm?i=7>
- Kagan, S. (1994). Cooperative learning. San Clemente, CA: Kagan.
- Lenz, B. K., Deshler, D. D., & Kissam, B. R. (2004). Teaching content to all: Evidence-based inclusive practices in middle and secondary schools. Boston, MA: Pearson Education.
- Putnam, J. W. (1998). The process of cooperative learning. In J. W. Putnam (Ed.), Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom (pp. 17-47). Baltimore: Paul H. Brookes.
- Tomlinson, C. A. (2001). How to differentiate instruction in mixed ability classrooms (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Walther-Thomas, C., Korinek, L., McLaughlin, V. L., & Williams, B. (2000). Collaboration for inclusive education: Developing successful programs. Boston: Allyn & Bacon.

* Corresponding Author: Dr. Yogita Vyas, Asst. Professor,
Amity Institute of Education, Saket, New Delhi
Email: yogsam78@gmail.com; 99682097558 (M)