

## Value Education in Teaching Profession

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### Introduction

Everyone would agree that schools should nurture good values and attitudes in students. This general concern has influenced the school curriculum. The student, as a result, often receives massive doses of "moral science" and informal advice on "how to be good" from teachers and parents. Value are ideals that guide or quality our personal conduct, interaction with others and involvement of our career. Values helps us to lead cultured, disciplined and successful life because it helps us to distinguish what is a right form, what is wrong and inform us how we can conduct our life in a meaningful way. Education means over all development of an individual in respect of physical development, mental development, social development and spiritual development. Value education is education in values and education towards the inculcation of value. Value education is a process of transmission of certain values to help the learner, lead a good life a kind of life that is satisfying to the individual, in accordance with the cherished ideals and values of society. It aims at equipping the students to face the adversities of life, to deal with joy and sorrow effectively, maintain healthy interaction wroth others and thereby bring about global welfare of the society and world at large. It is rightly said that value education is a tool for national development because when good values and habits are inculcated in individuals, they learn to lead a good life and thus become good citizens of country. This job inculcating good values in individuals has to be performed by teachers, parents and society.

### What is Value?

The meaning of value seems to be somewhat vague and it is similar to attitudes. Attitudes are indeed affective in character values are the principles in our life informing judgments as what is morally good or bad values can be thought of as a belief or conviction that

something is good, desirable or preferable values are instantiated in every word we choose and speak, as well as everything we do. Although we can control our behavior, we cannot act in any productive way beyond the limits of our values.

### **Classification of Value**

It is time to clarify these values that we speak of. It is up to each one of us to determine the society we will create by deciding upon the values we will emphasize today. There are three major values- universal values, cultural value or ethnic and individual values.

#### **(A) Universal Values**

A value is a universal value if it has the same value or worth for all, or almost all, people.

The agreement from the summit doesn't have binding authority over what the people do or don't do, and it can't undercut the universal value of human rights.

Freedom consists not in refusing to recognize anything above us, but in respecting something which is above us, for the respecting it. We raise ourselves to it and by our very acknowledgement; prove that we bear within ourselves what is higher and the worthy to be on a level with it. The claim for universal values can be understood in two different ways. First, it could be that something has a universal value when everybody *finds* it valuable. This understood of the term. According to Berlin, "...universal values....are values that a great many human beings in the vast majority of places and situations, at almost all times, do in fact hold in common, whether consciously and explicitly or as expressed in their behavior..."Second, something could have universal value when all people have *reason* to believe it has value.

#### **(B) Cultural Values**

A culture's values are its ideas about what is good, right, fair, and just. Sociologists disagree, however, on how to conceptualize values. Conflict theory focuses on how values differ between groups within a culture, while functionalism focuses on the shared values within a culture. Cultural values are speculative and there is nothing wrong with speculating. But it becomes wrong when speculation becomes truth, when opinion becomes fact and when prejudice becomes the cause. A culture, though, may harbor conflicting values. For instance, the value of material success may conflict with the value of charity. Or the value of equality may conflict with the value of individualism. Such contradictions may exist due to an inconsistency between people's actions and their professed values, which explain why sociologists must carefully distinguish between what people, do and what they say. **Real**

**culture** refers to the values and norms that a society actually follows, while **ideal culture** refers to the values and norms that a society professes to believe.

### (C) Ethnic and Individual Values

In ethics, value denotes the degree of importance of something or action, with the aim of determining what actions are best to do or what way is best to live, or to describe the significance of different actions. Value systems are proscriptive and prescriptive beliefs; they affect ethical behavior of a person or are the basis of their intentional activities. Often primary values are strong and secondary values are suitable for changes. What makes an action valuable may in turn depend on the ethical values of the objects it increases, decreases or alters. An object with "ethic value" may be termed an "ethic or philosophic good". Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable and constructive. Values are one of the factors that generate behavior and influence the choices made by an individual.

### Different areas of value education

The areas are as follows:

- (1) Character development.
- (2) Personality development.
- (3) Citizenship education.
- (4) Spiritual development.

### Benefits of value education in students

- (1) Cooperation in asking questions to teachers.
- (2) Shows responsibility in doing homework.
- (3) Increase capacity to work independently.
- (4) Implement their learning in their practical life.
- (5) Attentive in class.
- (6) Helps students to make their own decisions.
- (7) Develops healthy mind in them.

### Relation between teacher and students

Value education plays a vital role to create a strong bonding between teacher and students.

- (1) Stable connection between teacher and students.
- (2) They establish an increased capacity to develop their own as well as their peer behaviour.
- (3) Teachers get strong support from students.

### **What do value based education in school offers to children?**

A school is a place where children spent most of the time and they get to learn many positive values in life.

- (1) Value based education shape their future and add purpose to their life. It helps them to learn the right way to live their life.
- (2) A primary approach to quality learning where it teaches them to remain connected to their parents as well as to other community.
- (3) It makes them learn how to deal with their day to day activities.
- (4) Helps them to gain self-responsibility for their behavior.

### **Conclusion**

In an increasingly complicated and globalized world, morals and values can assign order and logic to complicated situations. They can serve as a comfort or bring a sense of stability, especially when dealing with fear of the unknown. When maintaining certain values trumps the importance of human compassion, those values can do more harm than good. Individualism, loyalty, and exclusivity may support and strengthen those who are already included in a certain group, such as the group of natural-born in our nation, but the true function of these values is often to deepen the sense of social disparity between who is included and who is excluded from the group. These values serve not to bring people together and find strength in numbers, but to create superficial delineations between groups of people in order to achieve political and social gain.

Good teaching of a subject implies teaching the subject in such a way that the students gain insight into the nature of the subject, its logical structure, its methods and also exemplify the attitudes and values associate with that particular subject. Presenting the lessons from a humanistic and positive perspective is important. The lesson which would inspire and awaken positive feelings and experiences, help in understanding self, encouraging openness to inquiry in raising questions, exploring, discover and constructing their understanding of values and providing opportunity to put their knowledge of values into practice are

meaningful, strategies like question, stories, anecdotes, games, experiments discussion, dialogues, value clarification, examples, analogies, metaphors, role play, simulation are helpful in promoting values during teaching learning process.

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