



Article : RELEVANCE OF VALUE EDUCATION THROUGH CONTENT AREAS

Author : PROF.DR.RAJARAM NATHAJI WAKCHAURE [ARTS, SCIENCE AND COMMERCE COLLEGE, RAHATA TAL- RAHATA, DIST-AHMEDNAGAR]

ABSTRACT :

Today, value education is a systematic attempt towards human learning. All learning is subject & self related. Knowledge can never be learned. Knowledge is the fruit of experience & experience is the sensation of the individual. Individual experience is an internal happening & is the function of awareness. And one of the processes of knowing ourselves, of raising our awareness, is to be able to identify and clarify our values. Value education has become an integral part of our basic education. Each one of us must identify the value we cant to live by. Values help us not only in self-evaluation, but also in self-drive too. Education in values is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationship to the environment that lies outside us.

INTRODUCTION TO VALUE EDUCATION :

Value education is education in values and education toward the inculcation of values. Implicit in this definition is the conviction that value education is a universal phenomenon intrinsic to all learning and education.

Whether at home or in and institution. All port (1969) has defined values as, "a belief upon which a man acts by preferences". Values are patterns of choices that guide persons or groups towards satisfaction and fulfillment. They are considered as potent determinants of human behavior. They formed the central pole around which people organized there desires and ambition.

Values impart significance to life. They are enduring beliefs, which work as motivational set and forces the individual to respond in a specific manner based on socially and culturally approved performances and judgment. A man is known by his values. They are guiding principles of life which are conducive to ones physically and mental as well as to social welfare and adjustments and which are in tune with ones culture. Values help us not only in self evaluation, but in self drive too. An educated person without values as thoughts which never flow in action.

TEACHING OF LANGUAGES :

The language text-book has a numbers of stories, one act plays, essays etc. All these lessons encompasses a number of values that can be easily located. The characters and events of a story or a play represent different qualities of life and value to be cherished. The teacher has to indicate and analyse them with the help of the students. The reaction should be invited regarding the applicability of the value in the day today lives of the student. They may agree or disagree, approved or disapproved the value inherent in a particular character or event. The teacher may guide the students to come out with concrete suggestions regarding the applicability of these values. The poems prescribed in language text books depict the human emotions and life situation in varied forms and colour. The refinement of emotions and the development of moral values is easily possible through the teaching of poetry. For example while teaching a patriotic poem student may be convinced that they may serve the country by protecting the school garden or maintaining classroom furniture.

CATEGORIES OF VALUES :

Broadly speaking there are three categories of values eternal or universal, cultural and individual or personal values. Eternal or absolute values like truth, beauty and goodness are mainly related with moral and spiritual development of a person.

Cultural and individual or personal values are contextual in nature, and are essential for our personal and social development.

Values essential for personal development include physical, mental, emotional, moral and spiritual values. Physical value relates to observe the rules of health and hygiene, mental value lies in rational thinking and reasoning. Educational value is concerned with development and refinement of emotions like love, affection, pleasure, pain, bravery, optimism etc. Moral value is the product of socio-ethical beliefs of a society, example, honesty, kindness, courage, punctuality, dutifulness, willpower, patience etc.

Spiritual values are concerned with divinity and religious beliefs and also with the unity of all experiences. It is characterized by sale knowledge, faith in God, purity, renunciation, mediation and salvation etc. Social value is a product of socio culture cult of a particular society. Its components are justice, unity, co-operations, equality, fraternity, Social services etc. Cultural values are helpful in preservation, development and transmission of cultural heritage of a group or society.

Economic value helps in the income & expenditure of a person or family. Scientific value is helpful in developing objectivity, rationality, power of reasoning and thinking, removal or misconception and blind faith. Environmental value is concerned with preservation of environment and natural resources and the preservation of air, water and noise pollution etc.

Thus we find that each and every aspect of individual's life and society has its corresponding value, which is helpful for the betterment of individual as well as the society

RELEVANCE OF VALUE EDUCATION :

What really is a Value education ? It is not literacy, nor information. Value education is a systematic attempt towards human learning. It is termed as the education that helps in discrimination between what is right or wrong, proper or improper in through and action of an individual about an object, event or situation. It develops positive attitude and constructive approach in our day today activities. It is through education that the Society seeks to preserve and promote its values aiming at all round development of the learner's personality.

While teaching a topic he has to analyse the content from the point of view of values inherent in it. Later on while presenting the topic in the classroom he has to highlight the inherent values in the background of the present day life experiences of the students. The present day education system has become so much examination oriented that the value education receives little attention while teaching a subject. However, high achievement in examination is essential, but it caters only to mental and intellectual development of the individual. The teachers can not overlook the other aspects of the personality, i.e., emotional, moral and social etc. There is a need to impress upon the teacher that besides teaching for examination, he has to teach for life also.

TEACHING OF SCIENCES :

The study of sciences in values the study of number of subject like Physics, Biology, Home Science etc. which provides the opportunity of developing physical values, rational thinking, scientific attitude objective evaluation, observation and experimentation etc. These values and qualities are worth acquiring in order to live a fruitful life in the modern age of science and technology, but it is unfortunate that the values inherent in the content of science subject are hardly pointed out by the teacher. Students really react to them and never bother to apply them in their thoughts and action. The value of cleanliness, bodycare and physical exercise are really imbibed or practiced by the students.

The study of mathematics is helpful in developing the values of mental discipline reasoning and thinking, generalizing on the basis of available data and abstracting the varied concrete situations. All such mental and intellectual qualities should be developed by the study of different branches of mathematics like arithmetic, algebra, Geometry etc.

TEACHING OF SOCIAL SCIENCE :

Social sciences include a number of subject like History, Geography, Economics and commerce etc. All of them aim at developing human and social values, brotherhood, national and international undertaking, political and

economical values, The teacher has the responsibility of finding and pointing values the values uses in a particular topic to the students. While teaching the topic, its content may be analyzed and explained as per the requirements of the course. But along with the formal teaching of the topic, the inherent values in the content may also be highlighted in the classroom. The teacher may motivate the student to inculcate these values in their lives and modify their thoughts and actions accordingly. Students come across a number of situations while studying political science, economics, commerce, geography and sociology. They represent a variety of values and life styles which demand analytical attitude and active response of the student. The teacher should help the students to react to different values in their proper perspective, and also encourage them to act positively in order to lead a satisfied life while serving the society in fruitful manner.

TEACHING OF TEACHERS :

The teacher should possess the skill and ability to discover the values inherent in the contents that he is planning to teach because value education to content areas require a new approach towards teaching a subject by the teacher. He should also know the approaches and strategies for imparting these values during the teaching learning process in the classroom. Pre service and in service education of teachers needs to be geared in such a manner that the teachers become conscious of their responsibility of the value education through the content of the subject that they teach.

Teacher should have the capability of anglicizing the content with a view to find out inherent values in it. For example a science teachers need to be trained in selecting the values inherent in a particular content. He should analyzed the value with the help of the students and motivate them to imbibe. The spirit of scientific enquiry and rational thinking in different life situation. Whether values they find through inculcating, they must adopt and apply them in their thoughts and daily actions. Now there is urgent need to make efforts for the successful implementation of practical strategies for value education through content areas.

CONCLUSION :

The teacher has an additional responsibility and concerted effort for development values through content areas. While teaching a topic he has to analyse the content from the point of view of values inherent in it. Later on while presenting topic in the classroom he has to highlight the inherent values in the background of the present day life experiences of the student. The present day education system has become to much examination oriented that the value education receives little attention while teaching a subject. However high achievement in examination is essential, but it caters only to mental and intellectual development of an individual. The teacher can not overlook the other aspects of the personality, i.e. emotional, moral and social etc. There is a need to impress upon the teacher that besides teaching for examination, he has to teach for life also.

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