

# The Significance of Teaching and Values of Education

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## Abstract

Belief is an abstract concept of the human mind. Trust gives birth to faith. Belief is the origin of the person's mental organization. Faith plays a special role in managing the person's life and attitude. The structure of values developed on the basis of faith. People manage life on the basis of their faith. Every aspect of life will reflect the belief that the values apply.

**Keywords:** Basic Idea; Respect; Behavior; Research Theory.

## **1. Introduction**

Education is necessarily a process of inculcating values to equip the learner lead a life – a kind of life that is satisfying to the individual in accordance with the cherished values and ideals of the society. Philosophers, spiritual leaders and educationists of our country, all in various ways, have emphasized the role of education for ‘character development’, ‘bringing out the latent potentialities and inherent qualities’ and developing an ‘integrated personality’ for the well-being of the individual and the society at large. Whatever term me may use, the importance of developing values has long been embedded in the age old traditions of India’s civilizational and cultural heritage, spanning over the centuries. The diverse and rich cultural heritage that we are so fortunate to inherit in our country is in many ways symbolic of the foundation and wellspring of values from which we draw our values nourishment. Life of individuals and communities and that of our saints, sages and philosophers are examples of values like self-discipline, survival in the absence of material resources, simplicity, handling conflicts without violence, exploring simple but revolutionary ideas as a mark of superior conduct and living.

## **2. Basic Concept of Education**

Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to next through teaching, training, research, or autodidacticism. By education, people’s moral values can be improved, especially students’. I think education is the best way to teach people about moral values. This is the process of receiving or giving systematic instruction, especially at a school or university. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, however learners may also educate themselves.

## **3. Character Education**

- a) Character education is a national movement creating school that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal values that we all share. It is the intentional, proactive effort by school, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others.
- b) Character education is teaching children about human basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to raise children to become morally responsible, self-disciplined citizens.

- c) Character education is the deliberate effort to develop good character based on core virtues that are good for the individual and good for society.
- d) Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members help children and youth become caring, principled, and responsible.

## **5. Basic Concept of Teaching**

Teaching is a process intended for learning by inducing a behavioral change in the taught. It is an art of communicating a message with impact on audience. Pedagogy is an art or profession of teaching. A good teaching system aligns teaching method and assessment to the learning activities stated in the objectives so that all aspects of this system are in accord in supporting appropriate student learning. Learning outcomes are statements of what is expected that the student will be able to do as a result of a learning activity. Learning outcomes are an explicit description of what a learner should know, understand and be able to do as a result of learning. Teaching, the profession of those who give instruction, especially in an elementary or a secondary school or in a university. The entire teaching corps, wherever its members may be located, shares most of the criteria of a profession, namely (1) a process of formal training, (2) a body of specialized knowledge, (3) a procedure for certifying, or validating, membership in the profession, and (4) a set of standards of performance—intellectual, practical, and ethical—that is defined and enforced by members of the profession. Teaching young children and even adolescents could hardly have been called a profession anywhere in the world before the 20th century. It was instead an art or a craft in which the relatively young and untrained women and men who held most of the teaching positions “kept school” or “heard lessons” because they had been better-than-average pupils themselves. They had learned the art solely by observing and imitating their own teachers. Only university professors and possibly a few teachers of elite secondary schools would have merited being called members of a profession in the sense that medical doctors, lawyers, or priests were professionals; in some countries even today primary-school teachers may accurately be described as semiprofessionals.

## **6. Purpose of Teaching**

Teaching creates knowledge awareness and feelings in the taught and brings about behavioral change. The high mobility of university teachers within their country has been noted. They also move from one country to another with relative ease, so that the profession of university teaching has a cosmopolitan character unique among the professions. Most educators at this level belong to international professional organizations and tend to think of themselves as members of a worldwide profession. For several reasons, there is less geographic mobility among primary- and secondary-school teachers. Because these teachers are licensed (whereas

university teachers generally are not), they usually cannot secure a teaching job outside their own country, unless the receiving country has such a severe shortage of teachers that it seeks out immigrant teachers and gives them licenses to teach. Many African nations and India have, for this reason, a relatively large number of North American and European teachers. Language differences also interfere with geographic mobility. A teacher is a role model who exhibits positive character traits and teaches them to her students. She should be loyal, kind, self-controlled, compassionate, forgiving, honest and trustworthy. By modeling a life of integrity, she shows students how to resolve conflicts, express empathy and respond to situations responsibly. One of a teacher's purposes is to instruct students in ethical behavior, discourage lying, cheating, stealing and bullying. Teachers often spend more time with their students than parents spend with their children, so a teacher's values carry a ton of weight. Becoming a teacher is definitely about the students, but it's also about you. The satisfaction you get when you see the lights come on in a student's eyes or the joy you feel when a student says, "Thank you," make it all worthwhile. Teaching careers also offer added personal benefits such as summers off, holidays, career development opportunities, and autonomy in the classroom, flexible schedules, versatility and more time with family due to afternoon dismissals. Perks shouldn't be the main reason for choosing a career in education, but if you already love working with students and have the skills it takes to be an effective educator, the added benefits may lead to long-term career satisfaction. The primary purpose of teaching is to help kids learn the subject matter, so that they are able to succeed in whatever profession they pursue. Remember that you are teaching impressionable youngsters who will not remain kids forever. Your aim should be to equip them with all the skills you can to help them succeed. Remember that they are not just students, but people who will grow up to have an impact on society. The impact that they have will be a direct reflection on the impact that you had on them in class. Create an inclusive, welcoming multicultural classroom where students learn to appreciate and respect differences. The objectives of teaching must include connecting textbook ideas, concepts and theories to everyday life. Students should take more away from your class than simple facts and statistics; they should be able to apply what they have learned. To do this, add a variety of methods to your teaching style. Do not rely on charts and graphs, but present stories and articles that relate to the principles that you are teaching. This will give kids a better understanding of the subject in real life and result in them being better-rounded. Classroom objectives and examples of academic progress can be enhanced by including time get to know your students. Relating to students will help them better appreciate and listen to the things you say during class. Take an active interest in students that have a particularly hard time in your class to better motivate them to try harder. Students that feel ignored or detached will be far less likely to participate in class, so find a way to relate the subject matter to those students especially. Once the affective domain is enriched with knowledge and positive attitude Internalization of the subject (subject will be assimilated) will occur. Internalization will lead to development of automatism (recalling the concepts and the

facts about subject automatically) and command over the subject. Then he can profess about that subject (becomes a professor)

## 7. Teaching Equips

Teaching equipment are those instruments which are used to assist student's learning & widen their knowledge about various topics in the field of science, technology & geography which requires practical exposure guided by appropriate teaching tools. Cognitive domain with knowledge and psychomotor domain with feelings and interest. Both these domains affect the affective domain to do or practice. If this practicing of teaching is done on regular basis with positive feeling, liking for the subject, subject will be internally absorbed and retained (internalization) whenever it is needed, the cognitive domain provides or recalls the stored facts and concepts automatically (automatism) then one can profess about the subject. College lab equipment such as civil engineering lab equipment, object drawing models, mass transfer lab models, applied mechanics lab equipment, construction lab equipment are used in various engineering colleges, universities, research & training labs. Lab science in high school includes bench hook, gear pack, toolkit, rod-plastic, wood strip pack, rule-safety, technology kits used in physics, chemistry, biology, geography labs for various test & experiments.

Teaching methods examples:

- a) Lecture
- b) Lecture discussion
- c) Seminar
- d) Symposium
- e) Panel discussion
- f) Group discussion
- g) Tutorials
- h) Role play
- i) Integrated teaching (horizontal and vertical)
- j) Talking point sessions
- k) Workshops
- l) Conferences

## 8. Idea of Behavior

- a) Behavior is everything a person does.

- b) “Behavior” refers to all behaviors, not just problem behaviors.
- c) Behaviors that can be observed
- d) Behaviors that can be heard/seen
- e) People can agree something happened
- f) Behaviors that can be measured

Behavior is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment which includes the other systems or organisms around as well as the physical environment. It is the computed response of the system or organism to various stimuli or inputs, whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary.

### **9. Respect**

This is a relation or reference to a particular thing or situation. This is admiration felt or shown for someone or something that you believe has good ideas or qualities. Respect also called esteem is a positive feeling or action shown towards someone or something considered important, or held in high esteem or regard; it conveys a sense of admiration for good or valuable qualities; and it is also the process of honoring someone by exhibiting care, concern, or consideration for their needs or feelings.

### **10. Research and Theory**

Theory guides research and organizes its ideas. i.e. bricks lying around haphazardly in the brickyard: ‘facts’ of different shapes and sizes have no meaning unless they are drawn together in a theoretical or conceptual framework. Empirically relevant thing is presented. It becomes stronger as more supporting evidence is gathered; provides a context for predictions. It has the capacity to generate new research. Micro-level theory seeks to explain behavior at the level of the individual or family environment e.g. psychology – Frustration-Aggression hypothesis or Sternberg’s theory of love Meso-level theory seeks to explain the interactions of micro-level organisms e.g. social institutions, organizations, communities Macro-level theory seeks to explain behavior at the level of large groups of people e.g. ethnicity, class, gender – Conflict Theory

A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered.

The theoretical framework is most often not something readily found within the literature. You must review course readings and pertinent research studies for theories and analytic models that are relevant to the research

problem you are investigating. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power. The theoretical framework connects the researcher to existing knowledge. Guided by a relevant theory, you are given a basis for your hypotheses and choice of research methods. Having a theory helps you identify the limits to those generalizations. A theoretical framework specifies which key variables influence a phenomenon of interest and highlights the need to examine how those key variables might differ and under what circumstances. An inquiry based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true is quantitative study.

There is a two-way relationship between theory and research. Social theory informs our understanding of issues, which, in turn, assists us in making research decisions and making sense of the world. The experience of doing research and its findings also influences our theorizing. Empirical results affect the way theory is expanded and altered. In a deductive approach, researchers use theory to guide the design of a study and the interpretation of results. As researchers continue to conduct empirical research in testing a theory, they develop confidence that some parts of it are true. Researchers may modify some propositions of a theory or reject them if several well-conducted studies have negative findings.

## **11. Value Education**

Value education in another word can be describe as character education or moral education. It is an education where learners learn value from educators and implement them in future to lead a better life, the life of humanity where religion has no importance, the thing that value most is your character. Value education starts from home and it continues throughout the life, but value education in schools plays a major part in a man's life so it should be taught in each and every school to add values to the children for their better tomorrow. It makes cooperation in asking questions to teachers. It shows responsibility in doing homework. It increases capacity to work independently. It makes implementation their learning in their practical life. It makes student attentive in class. It helps students to make their own decisions. It develops healthy mind in them. Value based education shape their future and add purpose to their life. It helps them to learn the right way to live their life. A primary approach to quality learning where it teaches them to remain connected to their parents as well as to other community. It makes them learn how to deal with their day to day activities. Helps them to gain self-responsibility for their behaviour. The school is a model of the world so the goal of value-based education in school is to nourish the learners with moral values, virtues based on which their actions will reflect their behaviour. So, by educating the children with value education, you are creating a better world for tomorrow to live in.

## 12. Importance of Teaching Values in Education

In Modern Era values such as Environment protection, interfaith harmony, gender equality has gained so much value. These values are developed by a foundation established by parents, siblings, relatives and social peer group. In school values like group spirit, fair play and sincerity towards work, come first. Later, when the kid will start certain question in his young adulthood the old values are judged and new values are formed. These are some important tips whichever parent should follow to teach values to their children. Both parents should be on same track and guide the same values. If one of them does not agree with other then they should not question them in front of their child Otherwise, child get confused or they take advantage of the condition. It is very important for children to be connected with their grandparents, from whom they can learn the value of simple living. For example, a small girl who accidentally puts classmate's notebook in her bag may not understand how this affects the other girl. The parents need to explain to his/her child how his/her classmate is likely to get beaten or scolded by parents and maybe she can't even perform well in the test if she will not study. We should let our child know that how to put yourself in someone else shoes. Discipline, faith, and integrity. You have to tell them that you have faith in them that they can work it out. You should avoid lectures and don't go to a rescue or fix anything let them give a chance. You should express compassion. Model Good Values: One of the best things that you can do for your children is that you should set an example for them. They will learn from you that how you treat them, overhearing your communications with others and observing what you do in different circumstances throughout the day. If we want our children to take values like honesty, self-respect, and compassion, then we need to show these qualities. The teaching can if your children see you behave in ways that different what you've said. Use everyday experiences as a springboard for conversation: Every day you get many opportunities to teach your children about values. Use these encounters to start a conversation. You can tell about any incident you hear about in the news channel, something you or your children do or something they observe someone else do. These can become great on the spot lesson for your child. You can tell of a time when you stand up for your words rather than going along with the audience, befriended a student at school whom all students were teasing, turned in a lost purse rather than keeping the money for yourself, or worked very hard to achieve the desired goal. When you tell each incident, narrate why it was such a moral story, how you came to make the decision you did, and how everything turned out. While technological advances are wont to throw up all kinds of questions about pedagogical practices and the evolution of the learning environment, the role of values in education gets far less attention. This seems strange, given that developing a basic set of values has always been a cornerstone of a students' education. Even though the world changes rapidly, the values that students need to develop are actually not really much different to those that were taught in bygone generations. It is just the application of those values in education that has



changed. Probably the most important point of all. If you want your students to show solidarity, be supportive. If you want your students to respect diversity, then you have to respect diversity too. It's the teacher's responsibility to lead by example. Create scenarios in which students feel outside of their comfort zones (within reason) and are confronted with situations that reinforce the values in education. Doing so will allow students to become familiar with examining and understanding different points of view – something that is very important to developing a greater sense of maturity. External resources offer a great alternative to the above in allowing students to explore situations that might otherwise be impossible in the context of a class. These resources may include films, shorts, documentaries, news, or numerous other study resources. A most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents an alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning about the subjects. They hardly know how they should live their lives, commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education.

### **13. Some Misconceptions about Value Education**

Value education is not a kind of separate subject that teacher has to teach just as they teach their regular subject. The education in itself holds values so the teacher needs to teach the students to implement them in their real life to behave in a polite as well as responsible manner.

Value education doesn't expect higher grades from students. It just wants to develop positive attitude in them. But value education is not important only for students. It is equally important for the teachers as well as staffs too. To develop a good personality in students through value education, a teacher first need to be their role model.

### **14. Values and the Contemporary Realities**

Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world-be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on. The very nature of value education implies empowering the students with certain

attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world, full of myriad challenges.

### **15. Tradition vs. Modernity**

Developing societies like India often face the conflict about tradition and modernization and both adults and young learners have very uneasy attitudes in relation to tradition and modernization. It is important to make young learners develop attitudes where they do not see everything in tradition as bad or everything in modernization as good. There are many things positive about our traditional culture which need to be appreciated and understood. Researchers, psychologists, historians and thinkers have provided a picture of values that, by and large, characterize Indians with values such as “tolerance of dissonance, coping strategies which seeks harmony rather than control over environment” collectivism and the ‘self-defined in a social context’ emphasizing modesty, cooperation, duty, acceptance etc. In spite of its vast diversity in cultural disparities, social and economic, there is still a sense of nation and society due to resilience that our varied cultures and traditions provide in the daily life of people. An outlook which requires assimilation, synthesis and retention of what is valuable and adaptation to the present rather than wholesome rejection of values of Indian culture and tradition needs to be developed in our young children. This is what is called harmonizing tradition and modernization orientations. The changing time that we live in and the new challenges ahead will require that we prepare our young children to develop their own creative ways to respond to modernization as well as retain their original character of being part of the Indian culture.

### **16. Globalization**

One of the contemporary reality is that the socio-cultural environment has been radically transformed. Globalization signifies omni present culture. Our cultural horizon today embraces almost all the planet. Societies have become less and less mono-cultural. Consequently, the environment in which we are living is now more complex and multiple with different cultures developing in such a way that it is no longer possible to think of adaptation to a homogeneous environment. It is rather a matter of adaptation to plural-cultural and highly complex environment. Globalization can lead us to cut throat competitions, rejection of even one’s own valuable culture and traditions. It can also contribute to a new cooperative human society, a more caring and compassionate human being. The right attitude towards globalization can serve as a vehicle for promotion of inter-connectivity and interdependence. While we promote national integration, we must also cultivate values required to live in harmony with global society. We should make then proud to be Indians as well as proud to be global citizens.

## **17. Diversity**

In the age of increasing intermingling of communities and cultures, it is important that diversity within the Indian society is appreciated based on universal principles. Universality and diversity may seem to be incompatible but both have to co-exist in a democratic and diverse society like ours where values of democracy prevail at the same time values of differences are also fully recognized and respected. Similarly, India is a country where different religious faiths adds to its diversity. It is at the core of the identity of majority of our people, an important force influencing the attitudes and values of people. Openness to the religious beliefs and practices of others, awareness of one's biases and prejudices towards other's religion, search for truth, receptivity, analytical as well as respectful attitude to move from exclusive religious loyalty to spiritual values requiring critical mind, to distance oneself from dogmatism, intolerance and violence are some of the key values and attitudes which need to be nurtured in our younger generation to develop inter-cultural and interfaith understanding. The aim of education thus can no longer be solely confined to learning of specific culture and its traditions but that of learning and appreciation of multi-cultures.

## **18. Inclusivity**

A healthy happy society is one in which all its members feel included and do not feel that they are excluded from the processes of the society because of their colour, culture, caste, religion, gender or community. Young learners must be made to understand that their own life and long term peace, prosperity and happiness is endangered if societies are not build on inclusivity. This principle of inclusion must be part of the day-to-day practices of the school. Efforts should be made to ensure that every member of the school, every child, every worker, every teacher feels included and not excluded because of certain disparities or because of certain economic, social and cultural background. The need to ensure gender equality and gender equity within the society in particular by respecting the role and contribution of women in societies raises the whole question as to how gender is treated in curricular, teaching and administrative processes within the schools. There is a need to examine and ensure that gender biases and gender stereo-typing is not part of the institutional ethos and climate. Values enshrined in the Constitution of India point towards the principles of equality and social justice and appreciation of cultural values of each other, dignity of all individuals etc. The values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their color, culture, economic social background, caste, religion, gender or community. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children.

## 19. Environment

Making children sensitive to the environment and the need for its protection is an immediate social concern. The reckless exploitation of environment, depletion of ozone layer, global warming, industrial pollution, deforestation, soil erosion, nuclear fallout due to over population new technological choices, living styles etc. witnessed during the last century has led to environmental degradation. It is imperative to nurture the values of care and concern for the physical and natural environment, use of environmental resources in a rationale and constructive way, realize the interdependence between human being and the environment and so on for living in tune and harmony with nature. Individual's health can be no longer maintained without concern for the preservation and sustainability of the environment.

## 20. Conclusion

Based on the data, I can conclude that students' moral development influences the students' achievement and behavior. Moral values have to be taught to the students by an education at school and also at their house. Teachers, parents and also the students have to work together to create a caring relationship between them. There are several strategies to teach moral values to the students, such as Character Building program which the activities arranged to increase the students' emotional quotient, Caring School Community which the activities arranged to create a caring relationship between teachers-students and Integrative Ethical Education model which has five steps for moral character development: supportive climate, ethical skills, apprenticeship instruction, self-regulation and adopting a developmental system approach. It is important to know that moral values are important to be taught to the students because moral values have an impact on the students' achievement and behavior. And hope by the teaching of moral values, the students can learn what they will, they can differentiate what is good or bad, they can solve the problem of their life. And I believe if the students have good morals, characters and principles in their life, their future will be brighter.

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