

RESEARCH ARTICLE

Vol.1.Issue.3.,2014

ROLE OF THE TEACHER IN DEVELOPMENT OF MORAL VALUES

V. KOTAIAH

PhD Research Scholar, Acharya Nagarjuna University, Guntur, A.P., India



Mr. V. KOTAIAH

Article Received : 28/10/2014

Article Revised:12/11/2014

Article Accepted:16/11/2014

ABSTRACT

The main purpose of this article was to development of moral values in school children by the teacher. Home is the first place to influence the moral behavior of child. Schools and teachers are the second place to influence the moral behaviour of the child. Teachers can foster among children various moral qualities. In the teaching of different subjects like Telugu Languages, English Language, Hindi Language, General Science, Mathematics and Social Studies. Teachers give some activities for the moral values development of children. Ex-Projects, Games, School Panchayat, School Assembly, Songs, Dance, Picnics, National Days, International Days, Festivals, Swacha Bharath, Janma Bhumi, NSS, NCC and NGC etc.,

©COPY RIGHT 'KY PUBLICATIONS'

Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behavior. The kind of behavior approved by the people is called moral behavior and the kind of behavior disapproved by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values.

Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. "Psychology of the child and curriculum" published by NCERT 1983 has listed the following important moral qualities which need to be developed in children.

- Honesty in words and deeds

- Truthfulness
- Self respect and a desire to respect others
- Self Control
- Duty – Consciousness
- Comparison

Role of the Teacher in development of Moral Values : It has been stressed again and again that nothing can be more helpful in moulding the child's moral behavior than the teacher's own conduct. A Teacher has to set a high standard of moral behavior before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. In the teaching of different subjects like languages and social studies etc., teacher may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc., Dramas, games and sports provide many opportunities for an appeal to the moral sense of the students. A suggestive list of some activities for the moral values development of children is given below.

- 1) Appreciating pupil's ideas
- 2) Giving less directions, commands or orders
- 3) Asking more questions while guiding the content – oriented part of classroom discussions
- 4) Adopting creative models of teaching
- 5) Providing adequate opportunities to pupils to observe, to ask questions and experience things
- 6) Organizing group projects
- 7) Organizing group games
- 8) Organizing school panchayat
- 9) Conducting daily morning school assembly
- 10) Through shows, folk songs and dance
- 11) Role-plays constitute another important model for inculcating values among very young students. Role plays allows students to place themselves in the position of others. If the role-play is handled appropriately, teachers can develop student's values like co-operation, good manners.
- 12) Social service programmes are also very helpful to inculcate many values like tolerance, co-operation etc.,
- 13) Picnics, visits to Zoo etc., are useful for developing values such as co-operation, pity and love for animals.
- 14) Folklores and riddles can also be used to inculcate values among children.
- 15) The learning process itself has a great bearing on the value orientation of children. All activities in the school curriculum marking, instructional techniques and evaluation, etc., should be so designed that they lead to spontaneous development of desirable values.
- 16) There is a need for producing literature especially designed for value – orientation of education.
- 17) Special teacher – orientation programmes should be taken up at the state level to train teachers in the effective methods of development of values among students and teachers.
- 18) Celebrating National Days
- 19) Celebrating Festivals
- 20) Organizing camps
- 21) Screening appropriate films
- 22) Stressing the main teachings of saints and seers
- 23) Looking after the school garden
- 24) Organizing girl guiding and scouting
- 25) Celebrating festivals of difference communities
- 26) Visiting backward and slum areas and rendering some sort of service to the people living in these areas.
- 27) Arranging community and school get together

- 28) Organizing a comprehensive programme of guidance and counseling for bringing about moral changes.

CONCLUSION

Values are important for the individuals. Through adopting of the values individuals are able to accept the ideals and norms of the society. Dr. Radhakrishnan emphasizes the basic values that are universal but he accepts the modern methods and conditions in which they are applied. Education has a role to play in the inculcation of values. NPE 1986 also stressed value education. NCERT is further working in the implementation of value education in schools.

BIBLIOGRAPHY

- [1]. Aggarwal J.C., "Education in Emerging India".
 - [2]. Dr. P. Ayodhya, B.N. Dash "Foundations of Education"
 - [3]. Kabir Humayun, Indian Philosophy of Education
 - [4]. Narullah S. & Naik J.P, "Students History of Education in India"
 - [5]. Dr. V.V.G. Sastry & M. Rama Mohana Rao "Foundations of Education"
-