



Value education, Moral Education, Teacher Education & Character Education

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Value education is the process of developing people's moral values. A function of any human organization, which helps the elderly in proven circumstances, articulates our morals, values the effectiveness of these values, and treats their own, long-term welfare-related behavior. Reflect and achieve other values and behaviors that they consider most useful for the long-term well-being of others, as well as themselves. There is a difference between literacy and education. Very few studies have been conducted on the effects of training courses on values, but some preliminary results are encouraging. A definition is a process that gives young people an idea of values and knowledge of the rules needed for this type of activity. Research with others and develop a student's understanding of some basic principles. Ability to apply reasonably well and be prepared to do so. Some researchers use the concept of value education as a set of ideas, including moral education and civic education. Issues assessing education can, to a varying degree, affect behavior, developmental agility, religious education, spiritual development, urban education, personal development, social development and cultural development.

There is another difference between a clear education of values and a clear education of values: Here: Clear education of values is associated with different pedagogies, methods, or programs, and is used by teachers or teachers to create learning experiences. For students in value matters. Another limitation of the values of education is "self-education and life knowledge" through formal formal education, research, formal and scientific instruction. CV Ideally, "value management" is the sum total of the process by which a person develops the positive values, skills and behaviors of the community in which he lives. Morality is designed to be a socio-legal and religious norm. However, not all norms lead to responsible behavior. Educational values can show which morals are "bad" and "good". Behavior change is a confusing question of right and wrong. American psychologist Lawrence Kohlberg, a research scholar in the field of moral education and best known for his stage theory of moral development, believed that children should have an open and open discussion about everyday conflicts. Problems for developing their moral thinking.

Teacher training is an important issue in education. Some attempts at teacher training have begun to cross-document. School Multicultural Education Projects Brahma Kumaris This world-class project inspired by the New Religious Movement of the World Spiritual University includes twelve values (harmony, peace, joy, hope, humility, simplicity, trust). In schools such as West Kidlington Elementary School, Kidlington, Principal Neil Hawks and Values Education Coordinator Linda Hebenstahl, the school's overall ethical approach is based on freedom, cooperation, honesty, courage and love). Value based school. The LVEP website lists 54 countries that implement education programs. The Human Values Fund was established in 1995 to provide the world with a comprehensive program of values for children ages 4 to 12 entitled "Human Values Education". Her lesson plans, with all the necessary resources, use well-known teaching methods: discussion, storytelling, quotes, group songs and events to reinforce learning periods and reinforce events. Following the success of EHV, a second project has been released - mainly Social and Emotional Education (SEC) for children between the ages of 12 and 14, but it has become more creative for older children and is increasingly recognizing that their help is possible.

Character education is a generic term used to describe the ways in which a child's education can be developed, both personally and socially. However, research is needed to clarify what this personal and social implication is. Social, emotional learning, moral thinking / cognitive development, life skills training and medical education are concepts under this period; Violence prevention, critical thinking, moral thinking, conflict resolution, mediation. Laikona (1996) outlines eleven principles for successful character education. They appear to have been used in the United Kingdom and the United States.

Life Sciences (Life Sciences, Life = Life, Vision = Science) is a comprehensive program that complements a modern educational approach to spiritual and value-based learning. The third level - bringing emotional intelligence and discipline (or values) to life in schools and colleges. Integrating theory and practice, biologists draw on the findings of various life sciences and nutritional sciences. Our parasympathetic nervous system and endocrine system control our emotions and behavior. Life science affects these biological centers through yoga exercises, breathing exercises, medicine and meditation. Samana Acharya Ganapathi Sri Thulasi (1914-1997) was the inspiration for biology. Later Acharya Sri Maha prabhaka (1920-2010) developed his thoughts. Currently headed by Acharya Shri Maharashtra, Muni is the director of Sri Kishan Lal Ji SOL. Taylor provides a comprehensive overview of value education in 26 European countries. The Australian Government is currently funding its own schools with its own publications and providing value-based education at all levels of education. It also helps to be a better person. In 2007, he delivered a lecture on Moral Education and Australian Values at Monash University.

The Government of India is currently promoting value education in its schools. Human Resources Ministry has taken decisive steps to introduce value to schools and teacher training centers. India is also known as a valuable country. From the New Golden Educational Foundation (NGT); Led by Shaji Kumar, Value-Based Education in India is spread across the country from elementary schools to 12th grade.

The Five Principles are an important aspect of education in Indonesia. In Japan, students in elementary and secondary schools in grades one through nine learn about the importance of life, listen to people who have different opinions, be reasonable, respect their country, and learn about foreign cultures. , Philippines, (SB) (Edition of Valuable Education in the Philippines), the key attributes or functional literacy skills that are responsible for determining common sense. This means that SP is trying to develop and nurture the ethical behavior of students. The goal of the SP is to guide the student in the meaning of his or her life, his role in society and the role of social work in creating truth, freedom, justice and love. To prove this, she must have five basic skills: understanding, reflection, consulting, decision-making and action. All educational institutions for teacher training in Singapore have a curriculum on how to teach civic and moral education, but the lack of assessment does not take students seriously. This is because there is no sophisticated educational approach, such as intelligent teaching. In Slovenia, schools have a compelling theme, which includes values education, citizenship culture and ethics. It is taught in grades 7 or 8. In addition, two optional issues are somewhat related to the education of values: religion and morals (for grades 7, 8 and 9) and children's philosophy (critical thinking, ethical research, myself and others). Ages 7, 8 and 9). Class). Teachers who teach these lessons do not require special training in value education in the Slovenian education system. Educational values are part of Swedish schools.

Although the Student Practice Curriculum aims to teach students how to become effective Democrats through student participation, qualitative research shows that education and democracy are valuable in everyday school life. It often seemed to boil down to the traditional morality of rules and regulations. This has caused some criticism among the students. Most studies on value education in Sweden use standardized methods, including ethnographic and field studies, focus group studies, and interviews. Some studies have been conducted using sampling and other quantitative methods. In addition, the

theoretical work based on Davey and Habermas has focused on conscious democracy and conscious conversations in schools. Values are traditionally taught in Thailand as part of Buddhist religious education. Since 1982, practical values have been revived as curriculum activities designed to equip Thai students with the result of globalization for Buddhists, Muslims and Christians. In the United Kingdom, since 1988, the British government, without recognizing it as educational values, promotes and values values in the guise of spiritual, moral, social and cultural development (SMSCD), how can private schools decide? Values must meet educational standards. It is not clear whether there are educational standards for values. State and state school systems have never called this a "value education." Valuable UK education courses may be offered in the form of public support campaigns.

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