

Value Education Through Language Teaching

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Abstract : Value education is a term used to name several things, and there is much academic controversy surrounding it. Some regard it as all aspects of the process by which teachers and the other adults transmit values to pupils. Others see it as an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effectiveness for long term well-being of self and others. The aim of this paper is to focus on the value education through language teaching.

Keywords : Language Teaching, cultural values, universal values, personal values and social values

Introduction :

Education is a methodical effort towards learning basic facts about humanity. And the core idea behind value education is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various mediums like society or government. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once everyone has understood their values in life they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values.

Education in Values Through Language Teaching :

Language and literature hold a significant place in the whole system of values. From time immemorial good literature which may belong to any language of the world has both nurtured and sustained high ideals and acted as the guardian and sentinel of the moral and social values of mankind. Through

portraying real or fictitious characters and situations literature inspires, encourages and exhorts us to strive for and achieve those goals by adopting a set of values that have stood the test of time. By constantly projecting the victory of good over evil, of truth over falsehood, of a Rama over a demon King. Ravana ; of a truthful Prahalad over a conceited father Hiranya Kashyap. Literature upholds the fundamental values of truth, love, peace and right conduct etc.

It is this unique quality of literature which confers immortality upon it. The political world of Humu is dead but his song of Iliad is still alive, the fantasies of Kalidas Still move us like the cry of a living voice when Ujjain, whose brightest star he was. now lives only in his works. Ravindra sangeet and Ravindra poetry still sway us when the Gurudev and his contemporaries are no more. Literature holds mirror to the society. It reflects the aspirations, struggles and achievements of the people. It also analyses the causes of their failures and successes. "Literatures like art' in the words of Scott James, "systematizes the impulses, desires and propensities of an individual."

Literatures is a very vital source of History, specially social History where we come across with various characters from

different strata of the society. Their characterization and phenomena around them furnish us with very enriched and varied social data of the time and place concerned. Thus literature incorporates a very useful treasure of values which can be profitably utilized by the language teacher. Rene Wellek has rightly remarked ;

“Used as a social document, Literature can be made to yield the outlines of social history. Chaucer and Langland preserve two view of fourteenth-century society. The prologue to the Canterbury Tales was early seen to offer an almost complete survey of social types. Shakespear, in the Merry Wives of Windsor', Ben Jonson in several plays and Thomas Deloney seem to tell us something about the Elizabethan middle class. Addison, Fielding and Smollett depict the new bourgeoisie' of the eighteenth century: Jane Austen the country gentry and country persons early in the nineteenth century; and Trollope, Thackeray; and Dickens, the Victorian world. At the turn of the century, Galsworthy shows us the English upper middle classes; Wells, the lower middle classes; Bennett, the provincial towns" (1)

Thus a language teacher has an endless store of material for inculcating moral values among his students. In fact he has traditionally been known as the character builder of a nation. The great Headmasters of English Public Schools such as Thomas Arnold produced a galaxy of great men. Today, not only India but the whole world is facing a crisis of moral, ethical and social values. It is, therefore, the language teachers to rise to the occasion and bring about a virtual renaissance of values. He has to have a greater awareness of his duty. He has to re-equip himself for the task, redouble his efforts and meet the challenge. Dr. S Radhakrishnan truly pointed out “A civilization is not built with brick and mortar or steel and machinery, it

is built with men, their quality and character."

Confucius valued the arts tremendously. A simple piece of music once cast such a spell over him that for three months he was unable to distinguish the taste of meat. If there is anyone who is totally immune to the power of art, he taught that such a one has no place in human society. Nevertheless Confucius was not on the whole an advocate of "art for art's sake." He cherished it primarily as an instrument for moral education.

By poetry the mind is aroused; from music the finish is received.

The odes stimulate the mind. They induce self-contemplation. They teach the art of sensibility. They help to regulate resentment. They bring home the duty of serving one's father and one's prince (1).

A language teacher holds the powerful magic of words in his hands. With the added charm of rhyme and rhythm he can vibrate the very soul of a child which no other subject teacher can. As Vivekanand said: Life is only a vibration. That which vibrates this ocean or others vibrates you. A teacher of language can go deeper to appeal of a child's intellect, mind or body. He can reach his 'realselt' which is one with the self of goodness, truth and beauty. And, no amount of dissertations and lectures can mould a child's character as well as an emotional experience delivered with the help of creative imagination and sensory images. A good poem is an encoding of a precious experience, a good teacher of poetry does not explain the poem word by word for it will destroy its beauty but decodes the experience and shares its emotional impact with his students. The sudden thrills, the disturbing emotions, the flashes of insight - it is through these that a child's character is moulded, his personality is developed. A character thus moulded is far superior to any other creation -

"A builder built a temple.
He fashioned it with care,
Each little nook and cranny
Each little stair
A teacher built a temple
She fashioned it with care
She filled it with love and kindness
She shut out all the snare.
As time went by as you know it must
The builder's temple crumbled and
ended up in dust.
The teacher's temple, tender moulded
by love and self control
Shone with beauty and grace for it
was child's immortal soul."

A language teacher opens for his students the wonderful world of books. He leads them from the study of textbooks to reading books for pleasure and profit. He guides them in the right choice of books. A few timely hints dropped subtly brings alive the whole biography of a great man and helps the students inculcate those qualities of head and heart which these great men cherished.

Not only that, books should build bridges between our past and present, they preserve our rich heritage and point to their relevance in modern times. The glory of a nation lies neither in its past nor in its future but in drawing inspiration from betterment of the present.

Generally three languages are taught, namely, Hindi, Sanskrit and English. Mother tongue, i. e. Hindi is the most apt medium to reach to the heart of a child, and to motivate the springs of his thought and vitality. Therefore, it is the most pious duty of a Hindi teacher to shape a child's character, to mould his personality, to inculcate in him the fundamental values of life. The text material of Hindi as it stands today is extremely rich in propounding values not only of moral and ethical nature but also of social and political kind. The teacher has just to focus attention of the students to

draw and imbibe the various values. So, instead of reframing a value-oriented course the need is to guide the teacher in his task appropriately and this can be done easily through revising Teacher's Hand Book or Guide book or holding a short duration workshop at school for this purpose. At the end of each lesson a number of exercises are given for vocabulary learning, comprehension, evaluation and appreciation of the thought content. To the same one more area may be added i. o. evaluating the impact of the lesson on a child's personality.

Inspiring stories can be used profitably for inculcation of desired values. Stories like 'The Parrot's Training' (R.N.Tagore). 'The Gift of Magi' (O. Henry) 'The life of Socrates (Will Durant). Katan' (Prem Chand). 'UsneKaha Tha' (Chakradhar Sharma Guleri). 'The life of Gautam (H.G.Wells) etc. are found to be very effective for fostering desired values. But the use of stories should be made very methodically so that it registers desired results. For this the following criteria should be kept in mind :--

1. The story should be written in beautiful and chaste language,
2. It should be of deep human interest but avoid parables or extolling any particular religion;
3. It should not contain plots of cunning and cheating.
4. The general atmosphere of the story should be such as to glorify truth, beauty and goodness.

Story-telling is an art. It will not serve the purpose if it is not followed by question-answer session. It is also significant to point out how the story has a bearing on the child's every day life.

Conclusion :

In Conclusion, We may say that the important fact is that the language teacher through his own exemplary moral conduct must uphold the system to values he is

trying to put across and deserve the right to expound it. Without that, he can not deliver the goods. Besides that our Sanskrit literature, which is the product of an idealistic society, is replete with petty sayings and epigrammatic wisdom. All languages essentially serve the same the same purpose. So, with imagination and guidance a teacher of English strive for and achieve the same objects as Hindi and Sanskrit teachers.

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