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Enhancing Human Values through Instructional Approaches and Strategies

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Abstract

Nowadays, all parents want to provide the best education to their kids, who is not just limited to the books but it goes much beyond that. Parents look at over all development for their child as that is important in order to gain an achievement in the current aggressive global situation. We rarely see the fact that children's in today's fast paced world lack of humanity. This world makes prioritize laurels over goodness. This situation creates a compulsion to take the unethical steps in order to reach your goals. This is making a huge crisis where students lack moral values. Here the where value based education proves out to be the clarification. Value based education can foster not only a student's but also a school as a whole. Value based education is a teaching framework in which values are taught both in the instructional strategies and approaches through some classroom activities prayer, dramas, stories, songs and textbooks as well as outside through live examples. It is taught unconditionally by a teacher who wholeheartedly believes for students with values that will help in the overall welfare of their students. Value oriented education giving a triumphant situation for not merely instruction and also knowledge the complete reach of educational, interpersonal skill and social skill. So, in this article briefly discussed the educational process for value-based instruction will be effective and efficacious only through multipronged instructional strategies and approaches.

Keywords: Values, Education, Strategies, Approaches, Teaching, Learning

Introduction

Values are human beliefs that prompt people to act one way. Ethics and aesthetics are two sub-branches of axiology in philosophy. Philosophy, education, and values are warmly associated with the branches of knowledge. Further, education and values seem to be the mutual plans of all others. To be more specific in this regard, it is said that “Education is Value Enterprise”. Since education means value, progress of the end result is developing an ethical character, personality, and fine quality person. Complete drive of education is the progress of values in individual performance.

Instructional Strategies

Instructional policy stands up for procedure, resources, particular ways, particularly devised and working by instructor, for directing, showing and guiding a way to the learners for the understanding of the group of teaching aims. The entire form of teaching and learning cannot be provided through only one source; teachers can make different educational sources, whichever separately and

grouping. In this scrutiny and considerate of background, the subsequent strategies and methods are recommended.

- Class room education
- Practical components
- Socialized techniques and practice
- Supplementary education strategies
- Co-curricular activities
- Classroom Education

A basic scope of the value-based strategies is to increase the ethical values of students and then, sensitive to the value content of school and classroom behaviour. This includes listening, understanding, narration, debate, present the information by the teachers, and other strategies. This strategy can be use in the subsequent resources of value oriented education.

Story and Biography

Stories were presented by the instructors and learners themselves, followed by inquiring, examine and debate. Instructors use the trend in choosing story suitable progressive stage of learners. Very simple and small stories like as fairy tales and fables are better suited to the primary students. The stories are different types of interesting to students in various categories of age level. Biographies are written texts of the life history of prominent personality. Biography of the scientists, social reformers, philosophers, and leaders with their ideas, actions, lives and different forces that moulded their lives as depicted by the biographer.

Extracts of Essays, Classics, Articles and Newspaper

Non fictional writings deal with value ideas, like that articles, essays, newspaper and reports to be used for value based educational purposes. These are academic writings on problems of social and central concerns appear in journals, books, and magazines. Students are asked to collect the articles, writings from different sources, and they are motivated to write essays on a chosen value theme. Instructors are able to structure the questions that are needed by the learner to think and echo on numerous problems of the values enclosed.

Value Dilemmas

Value dilemmas used as significant teaching strategies in value based education. The current helpful situations for learners to think about cause, ethical judgments and arrive conclusion after taking into consideration of all problems involved in the ethical problem. The dilemmas constructed issues such as equality, environmental conservation, scientific temperament and social justice. The teachers know how to plan a lesson or start a conversation on a dilemma, signifying all the important steps concerned.

Practical Components

Value-based instruction simply by intellectual precepts is not sufficient even though it is important. Childs should employ themselves in life oriented realistic activities that support the purpose of values in day to day life. The basic likelihood strategies is that it provides students with appropriate training to live their life with the values and understand practices such as:

- Institutional classroom upholding practices
- Community growth actions
- Vocational experience practices
- Contacting movements on society sanitation, enlightenment and various realization programs

- Prayer, Assembly and mind-body interventions
- Abolition of community problems practices

Socialized Techniques and Practice

The socialized structure involves activities and occurrences that signify the activity and troubles of representative of socialisation. The knowledge the learner gets here is not the same type of experience deriving from direct encounters with reality, it fully indirect and abstract as in the case of intellectual areas. They are simplifying versions of social experiences and one’s essential and useful when the reality is too abstract and obscured. These activities are included such as community role play, enacted and modelling.

Modelling is approach the merits of a person who is considered to possess enviable values significance emulating are accessible to the learners as a model. Broad indications of the types of practices probable under the heads of socialised techniques for inculcating values are scheduled below. Dramatization activities are like staging plays, dramas, traditional folk, and modern value themes. Enacting opportunities to take up and practice the role of different kinds, taking the role of epics/ scriptures. Modelling exercise, the ideally people and group on themes like as

- Gender inequality issues
- Take care of human beings and natural world
- Issues relevant to ecological safeguard
- Cause of water and air contamination.

Supplementary Learning Strategies

The supplementary learning is an experience in the life of a person. The supplementary learning strategy has a support in that it used both within and external the classroom for value education. It consists of identifying the right and erroneous proceedings of an person and group, either pre planned to observe by mistake those concerned.

These strategies are psychological effect, since it is striking the iron is hot. Incidents centre on the experience of daily occurrences in the lives of child can help children identify themselves with them and understand their idea and feelings. Incidents are to be recorded accurately and discuss, promoting excellent insight into human issues.

Co-curricular Activities

Prayer is an inward communion with control recognized as divine. Prayers promote truth, peace, love, and non-violence. This multi-fold goal is achieved because of three components of prayer, namely: melody, meaning, and memory. Storytelling is the trendy and effective strategies for elucidating an abstract thought and a not easy concept wherever it might arise to persons of all category and students of all age groups. Students are by nature dynamic and group practices help teachers to channelize their powers and in still a sense of discipline and a emotion of cooperation. All people’s values are enhanced through group practices and group singing.

Group singing charges the surroundings with rhythmical feelings and envelops the participants with a mood of joy. Silent sitting, when practiced regularly results in concentration and increases grasping power receptivity. It is a very good aid to memory and leads gradually to deeper and superior concentrations that will awaken intuition. It is only in silence that the intuitive flashes of excellence are experienced. Silence is the force behind genius. It is only in silence that one can listen to the voice of god or conscience.

Values-based Approaches

Evocation Approach

Students are motivated to build instinctively gratis, non-rational choices, lacking thinking. It's provides a situation that permit more liberty for students and provides a provocation condition for which naturally responses are elicited.

Inculcation Approach

Learners act according to the required values. A positive strengthening by teacher can support value inculcation. These can be complete by the teachers in spontaneous behaviour and reactions.

Consciousness Approach

In this approach can support learners to develop into awake and classify their personal values. These learners are motivated to convey their personal experiences. The educator expose value-laden environmental through role-playing, reading, group discussions, and simulation.

Examine Approach

In person or groups are motivated to examine the social value issues. Learners are prepared value questions and find out the values from the argument. Learners are motivated to resolve the reality and proof of facts and arrive at a value conclusion, implementing analogue cases, inferring and examining value theory basic the conclusion.

Values Explaining Approach

In this approach can helps to learners in use logical thoughts and emotional consciousness to analysis individual characters and categorize the actual values.

Dedication Approach

In this approach enable students to observe themselves not simply because submissive actors, as freedom of individual but as relatives of a social cluster and structure. The work schedule can helps to make clear and streamline the value structure and to determine the strength of dedicative values.

Conclusion

Values are the backbone of life, they are part of education system. Values be different from culture to culture, place to place and time to time. The Indian view about values is different because of differences in the perspective of life. The educational process for value-based instruction will be efficacious only through multipronged instructional strategies and approaches. As an alternative of academic values, realistic aspects such as hygiene, timekeeping, self-control, learning to live together, self-esteem, patriotism, and common values such as human rights, women's right, harmony, and co-curricular activities like prayer, storytelling, group activities group singing, and silent sitting may be inculcated.

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