



Strengthening Moral Values among Students through English Textbooks

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ABSTRACT:

Values are a social group's beliefs. These are frequently deeply held opinions that are either in favour of or against something. Values are essential and fundamental ideas that direct or inspire behaviours. They assist us in identifying our priorities. Values are the character traits we decide to live by in order to direct our behaviour; they also define the kind of person we want to be, how we treat ourselves and other people, and how we engage with the world. They offer the overarching rules of behaviour.

Moral values are comparable to the laws that guide us in being moral beings. These qualities are what define us as responsible, kind, and honest people. Think of them as the sturdy base of a building, and our decisions and deeds are the bricks we choose to place on top of it. Teaching children these values is not only beneficial but also crucial in a world where there are a wide variety of people and viewpoints. It makes the world a better place to live and aids in their personal development.

English textbooks through its vast array of stories, poems, etc. provide numerous chances to teacher to produce opportunities for the students to acquire values. The role of a teacher becomes very important in order to develop basic human values among the students. Textbooks are like the axis around which the classroom practices revolve. Classroom activities may be designed to develop moral values among students.

Keywords: Value Education, Textbooks.

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1. Value Education

Value is the process by which people give values to others. It can be an activity that occurs in any organisation where people are helped by others who may be older, in a position of authority, or have more experience to identify the values that underlie their own behaviour, evaluate the effectiveness of these values and associated behaviour for their own and others' long-term well-being, and reflect on and learn about other values.

That India urgently needs a teaching and learning system that places a strong emphasis on instilling in its young children the moral principles they must adopt and internalise. Morality, honesty, character, spirituality, and many other virtues are taught through value-based education. It enhances the qualities like humility, strength and honesty in a person. They develop into better country residents. High moral standards mean that no one will ever defraud another person. People are taught to co-operate with each other. They make their life happier and work hard to make others happy.

Putting a value emphasis on education will aid the learner in understanding how to shape their conduct in the desired direction, establishing their position in life by fortifying their beliefs and fusing knowledge, ideas, attitudes, and behaviour. Additionally, it will assist the individual in determining their life objectives and the steps necessary to take in order to fulfil them and integrate fully into society. For the younger generation, value education offers inspiration and direction. It develops character, which is crucial for progress in both individuals and society at large. In society, it promotes the development of healthy relationships. People should learn about life and its meaning through education. It ought to illuminate the situation while purifying and elevating the heart.

It must foster qualities in order to raise students' moral, spiritual, and social standards.

The authors contend that combining academics with value education would be an effective strategy for instilling values in the students.

2. Value Education in the Context of NEP 2020

The development of humanistic, moral, constitutional, and universal human values—truth (satya), virtuous behaviour (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills—will be included in value-based education. Community service projects and lessons in seva/service will also be seen as essential components of a holistic education. In response to the current global challenges, Global Citizenship Education (GCED) will be offered to enable learners to become aware of and understand global issues as well as to actively promote more peaceful, tolerant, inclusive, secure, and sustainable societies, as the world becomes more interconnected. In conclusion, all Higher Education Institutes (HEIs) will offer their students the chance to participate in research internships with faculty and researchers at other HEIs or research institutions, as well as internships with local businesses, industry, artists, craftspeople, etc., as part of a holistic education. This will allow students to actively engage with the practical side of their learning and, as a byproduct, further improve their employability.

Quality higher education must strive to create good, thoughtful, well-rounded, and creative individuals in light of the demands of the twenty-first century. In addition to developing character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational

subjects, it must allow a student to study one or more specialized areas of interest at an in-depth level. A top-notch university education should facilitate constructive public participation, individual success and enlightenment, and positive societal contributions. It must enable students to become economically independent and prepare them for lives and careers that are more meaningful and fulfilling.

3. Imparting Value Education through Stories

Stories are a good medium for learning about social relationships, ethical choices, for understanding and experiencing emotions, and becoming aware of life skills. While listening to stories, children acquire new words and their vocabulary is expanded, and learn sentence structure and problem-solving skills. Children with very short attention span concentrate for a longer time when they are taught through and engrossed in a story. Through culturally contextual stories, we can acquaint children with their culture, social norms and create awareness about their surroundings.

Reflective teaching is a process by which teachers reflect on their teaching practices to examine the overall effectiveness of their instructive approaches. Improvement or change in teaching methods may be required, depending on the outcome of this analytical process, which is based on critical reflection. Gibbs (1998) developed a theoretical approach of reflection as a cyclical model. This model is based on a six-stage approach, leading from a description of the experience through to conclusions and considerations for future events.

4. Imparting Value Education through Poems

A multitude of resources found in history courses support and facilitate value education. Öztas, S. (2018). One of these materials is poetry. It is possible to identify the historical events and social mores of the time period in which they were written. Poetry is therefore an essential teaching tool for values and history. Poems can be used to teach values in a variety of learning environments, including history classrooms. The utilization of such varied resources in history classes for the goal of acquiring values will enable further internalization of values.

English has taken over as the primary language for all pertinent social interactions and discussions worldwide due to its many applications and preference over many other languages. Language is the primary means of communication. It is advantageous to exchange ideas and thoughts. Grammar, prose, and poetry are among the components of English literature that students study in school to acquire language skills, albeit not in the proper way. Reading literature is an interesting pastime that also functions as a social critique. Poetry is one of the intriguing literary genres that never stops stimulating the senses and advancing literary works. In addition to being a model for literature, it also serves as a model for teaching language skills like writing and reading. Poetry is an effective language teaching tool. Cultural sensitivity and language ability benefit the general public. It also gives the readers new role models to aspire to in their lives and makes them happy. Reading literature provides students with an opportunity to improve their communication skills. Students' vocabulary, grammar, sentence structure, fluency, and creative thinking all improve when poetry is read to them. Darta, D. M. S., & Maria LAF, S. (2011). The genre poetry improves communication skills as well as the four LSRW skills of speaking, listening, reading, and writing.

5. Imparting Value Education through English Textbooks

A textbook is a book that is used, particularly in higher education, to study a particular subject. Although researchers and other audiences may find value in textbooks, students are the primary audience for which they are written. Although they have many other applications for both students and teachers, they are usually used to assist students in remembering material for exams. In today's fast-paced and ever-changing world, schools must help kids develop into decent adults with strong moral convictions. This involves instructing children in both academic subjects like science and math as well as morality in day-to-day living. Using specialized books known as CBSE textbooks is one method used by schools to achieve this. These books are beneficial resources that can instruct us on how to be morally upright and make wise decisions. We'll look at how these unique books—the CBSE textbooks—act as amiable mentors, imparting valuable knowledge on kindness and wise decision-making.

Aglasi, M., & Casta, J. S. (2019) insists that to incorporate values that align with the general education curriculum, a thorough examination of the nation's values education curriculum is beneficial. By using this technique, instructional material designers will be able to determine values that are pertinent for particular language learners. The values that the local English textbooks in this study present are admirable because they largely align with the values that the Philippine Department of Education promotes for high school students in terms of appreciating oneself, others, and one's nation. Though it lags behind the other values, improvement may still be required in the area of valuing spirituality.

Farkhan, M., & Fahriany, M. P. (2017) conducted a study and found that all of Borba's moral value model was already included in English textbooks and that both teachers and students thought moral values were effectively integrated into the curriculum. The content of the textbooks should be designed in such a way that the content is helping in the development of moral values among the students. Teacher's lesson planning may also be updated in terms of providing value education to the students through English textbooks. English textbooks contain a lot of poems, stories, essays, diary entry and travelogue etc. they contain such beautiful pieces of literature which are helpful in inculcation of values among the students.

6. The Role of the Educator

It is the responsibility of the educator to help students become conscious of their assumptions and to challenge them in order to promote transformative learning. This includes both their personal assumptions and the assumptions of others, as well as the assumptions that underlie their interpretations, beliefs, mental habits, or points of view. Teachers must provide students practise identifying frames of reference. By doing this, instructors promote practise in rethinking issues from several angles. A community of learners who are "connected in a shared experience of attempting to make sense of their life experience" is what is envisioned.

Teachers must give students the chance to actively participate in conversation. Discussion involves evaluating values, emotions, and beliefs. The objective of this discussion is to evaluate the justifications for divergent interpretations by critically analysing the available data, arguments, and viewpoints. The ability to validate one's understanding and the development of sound conclusions about a belief are both capabilities of learners.

The teacher must promote equal participation from all students in the discussion. One tactic is to support practises that require group members to assume responsibility for the dialogue's direction and fair participation. Through contentious remarks or readings from opposing points

of view, educators can also promote conversation from many points of view. The teacher must refrain from directing the conversation.

Additionally, it is the responsibility of educators to develop goals that encourage independent thought. Autonomous thinking is made possible by encouraging critical reflection and dialogue experience in students. Infancy lays the groundwork for independent thought, which is continued until maturity. The teacher helps adult learners develop their ability to evaluate assumptions critically, better understand frames of reference and alternative views, as well as effective at collaborating with others to assess and arrive at judgments in regards to beliefs.

It is the responsibility of the teacher to encourage discovery learning in the classroom by using activities like learning contracts, group projects, role plays, case studies, and simulations. By assisting students in considering ideas in the context of their own lives and analysing the justification of new knowledge, these techniques support transformative learning. A core tenet of encouraging transformative learning is the educator's responsibility for creating a setting that fosters caring and trust among learners and supports the emergence of sensitive connections.

The educator sets an example for students by showing that they are willing to grow and change. Teachers should create a space where students can reflect on their life-changing educational experiences as well as on their personal reflections. The result is that professional development is important to assist educators in becoming authentic and critically reflective.

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