



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2017; 2(2): 236-238

© 2017 Yoga

www.theyogicjournal.com

Received: 11-05-2017

Accepted: 12-06-2017

Dr. M Ramakrishna Reddy

Lecturer in Education,
Sri Krishnadevaraya University,
Anantapur, Andhra Pradesh,
India

Professional ethics and teacher education

Dr. M Ramakrishna Reddy

Abstract

Practicing ethical values in the modern society is a serious challenge and problem for individuals, society and nation. If an individual's personality has to be developed all round and if an environment of truthfulness, love, cooperation, sympathy, forbearance, brotherhood has to be created in the society, following ethics is of primordial importance. Education plays an important role in not only understanding the importance of values but also in assimilating them. Ethical issues, taken as complex and integrating dimensions, pervade the reflection on values in the daily lives of people and communities, where the rational and emotional, affective and intuitive, thought and action, objective and subjective are layered upon each other, thus, contributing to the equation of individual and collective meanings. Education, as a social instrument between the past that is to be conveyed and a future that is to be prepared, presents tension on the one hand between socialization and conservatism, while on the other, is itself an interpreter, constructor and diffuser of meanings.

The purpose of this study is to explore the issues related to ethics that education and training have to take into account. Furthermore, we have identified certain aspects regarding the ethical training of teachers, which connect it to other dimensions under study, namely the regulation and creation of a deontological code and the ethical, personal and professional conceptions of teachers.

Keywords: Ethical values, personality, all round development, integrating dimensions, socialization

Introduction

Value orientated education aims at introducing human goodness. It covers the development of all aspects of personality-intellectual, social, moral, aesthetic and spiritual. Any profession apart from the activities pertaining to its area also involves a collection of problem-solving activities for the smooth running of the entity. All professions have particular definitions of their problems, their goals and their solutions. What is deemed to be a problem in one profession may not be a problem in another. Within most professions, there exists a general consensus about its axiology, its etiology and its therapy. The reasons why this is the case should be the subject of scrutiny as well. This seems evident enough, but surprisingly, such a perspective is simply overlooked in most academic curricula. Students in Economics are not supposed to study the very meaning of the concept of 'value', just as students in Medicine are not confronted with the meaning of the concept of 'Health' or students in Law with the concept of 'Justice' or students in Education with the concept of 'Learning'. They remain largely implicit. As this is the case, it is the task of a course in ethics - if there is such a task -to confront students with supposedly 'self evident' values and to discuss their range and implications.

The fact that all good education is, in essence a process of developing the human personality in all its dimensions-intellectual, physical, social ethical and moral is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values essential to good life and social well being. Great thinkers in every period of recorded history of mankind have devoted much attention to understand the significance of character and values in life and the role of various agencies of education in promoting these values in young people.

Concern for value education is also increasing in recent years as a result of crisis of values that our society is currently experiencing. The issue has been projected as one of the national priority in the nation's education. The National Education Policy 1986 declares that the growing concern over the erosion of essential values and increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a

Correspondence

Dr. M Ramakrishna Reddy

Lecturer in Education,
Sri Krishnadevaraya University,
Anantapur, Andhra Pradesh,
India

forceful tool for the cultivation of social and moral values. The National Curriculum Framework for School Education 2000, (NCERT) observed that schools can and must strive to restore and sustain the universal and eternal values oriented towards the unity and integration of the people their moral and spiritual growth enable them to realize the treasure within. The school curriculum has to contain components that communicate essential values in their totality. This revival of interest in value education in recent years in our country appears to have arisen from the growing realization that the complexity of Indian society with a heterogeneous population belonging to diverse culture, religions and creed precludes the provision for religious education and this situation can be met by introduction of education in values. The recent term 'value education' is preferred to the traditional approaches such as moral education, religious education, social and character education, moral and spiritual education.

Education and Value Development

If value education is to be effectively undertaken, it must be firmly based on the principles of value development. Value development denotes different things to different people. The process of value development can be visualized from philosophical, psychological and sociological perspectives. Lawrence Kohlberg is of the opinion that moral development is the meeting ground of philosophy and psychology. One of the distinguishing features of Indian philosophy is that throughout its long history, it has continuously given the foremost place to values. Our aim of value development and education is derived from this root. Value development is amalgamation of several forces. It is a multidimensional, comprehensive process whereby an individual learns to consciously choose, think logically and adopt the norms of values governing the conduct and behavior. Values are reflected in the personality of the individual in its various dimensions--physical, intellectual, emotional and moral. Values are thus inseparable from the life of an individual. It permeates the whole life. Since education is an essential requirement and an integral point of education, the aims of education, content and methodology is viewed in terms of value development. Values and development are used interchangeably. Human development cannot be conceived in the absence of values. Emphasizing the role of education in moral development, John Dewey (1950) remarked that the aim of education is growth or development both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all reconstruction, the building of a free and powerful character. Only thorough knowledge of the order of connection of the stages in psychological development can ensure this. Education is the work of supplying the conditions, which will ensure the psychological function to mature in the finest and fullest manner.

Ethics and the Educational System

The actual ethical nature of teaching has already emerged in Portuguese legislation, albeit timidly. The ethical dimensions are considered to be important in our educational system and are present in several legislative documents, both with regard to the education of pupils and to teacher education, and are regarded as important for professional performance. Take, for instance, the Education Act, where the ethical issues, associated with social, spiritual, moral and civic values are implicit as both organizational principles and objects of elementary and secondary education. Thus, in the organizational principles, reference is made to preparation for

“conscious reflection on the spiritual, aesthetic, moral and civic values to guarantee the moral and civic education of young people to contribute towards developing a democratic spirit and practices”.

A teacher is entrusted not only with educating students but also with helping them grow and develop as nice and ethical human beings. An effective teacher must not only be skillful at promoting learning, but also be a model of ethical behavior. In social studies education, there is a concept called the hidden curriculum, referring to the unintended learning that is fostered by a teacher's actions that are not part of his conscious teaching. Students in a class learn more than what is present in teacher's prepared lessons; they also learn from observing a teacher's behavior. For example, if the teacher believes he is fostering democratic values in the classroom but unintentionally allows students no voice in decision-making, the hidden curriculum is actually teaching the values of an autocracy. If a teacher stresses the importance of ethical behavior to students then engages in unethical behavior, this is another example of the hidden curriculum, of unintended teaching.

Following are the Teacher Education Professional Standards;

1. Personal / Professional Conduct

Accord just and equitable treatment to all members of the profession, including all individuals associated with the teacher preparation program. Maintain dignity of the teaching profession by respecting/obeying laws, exemplifying honesty and integrity, professional dress while in the field. Respect personal, academic, and profession rights and responsibilities of others. Cooperate with teacher education established policies and procedures. Work compatibly with other students and instructors. Be responsible for timely attendance. Demonstrate commitment and dedication in preparing to teach, professional behavior in class or field assignments. Assume personal responsibility for actions and consequences. Comply with all rules and regulations of the local school (s) for any field assignment or class assignment. Breaking into, hacking or obtaining unauthorized access to any computer, or sharing other person's password or user account. Sending, forwarding or condoning harassing, fraudulent, threatening, or discriminatory communications of any kind, displaying sexually explicit or other inappropriate materials.

2. Interpersonal / Social – Emotional Conduct

Demonstrate respect for the dignity, individuality, culture, and values of each person, work compatibly with students, staff, and faculty. Safeguard others from conditions detrimental to learning, emotional or physical health, or safety. Exhibit a positive attitude toward the education profession and course content area. Develop and adhere to appropriate professional boundaries in all relationships with field experience students.

3. Academic Conduct

Maintain pattern of exceeding minimum requirements in field and course work, teacher education academic standards including full participation in all course activities, compliance with attendance policies, and completion of assignments. Demonstrate competence in written and oral language, ability to apply knowledge and skills in classroom settings with school-aged students, commitment to learning, openness to new ideas, and tolerance for ambiguity. Do own work on assignments and exams including accurately citing work and avoiding plagiarism.

4. Principles of Pedagogy in Education for values

Values can be fostered through deliberately planned experiences in schools under the objectives of the education. Value education is concerned with the total personality i.e. cognitive, affective and psychomotor domains. The curriculum and textbooks are the sources of the values-inherent values, and deliberate integration of values. Pedagogy of value inculcation involves conscious planning and commitment.

5. Strategies for integration of values in teaching

- Silent sitting
- Story telling
- Analysis of critical events
- Questioning/Framing questions
- Self-reflection exercise
- Framing value base sentences
- Visualization and Imagining exercises
- Composing Value based songs/poems
- Expressing the meaning of words in different ways
- Completing incomplete stories/poems in different ways
- Expressing emotions/gestures to convey value themes
- Team projects/community services
- Role play/simulation

Role of Teacher in Cultivation of Ethical Values:

The successful execution of every project related to value education depends on the personality, behavior, teaching-learning process and dutifulness of the teacher. A welfare-minded, loyal, devoted, hard working, creative and studious teacher can succeed in imparting value education despite dissatisfaction pervading in the educational system. In fact, a teacher has the highest impression on a child. A child wants to initiate him knowingly or unknowingly. The role of a teacher is very important in the field of value education.

When a teacher presents an ideal, it becomes easy for a child to assimilate the value. But for this, a teacher will have to cultivate his readiness for values. There should not be any difference in his speech and deed, because deed is a more effective and permanent manner than speech. It is a teacher who can carry his serious, moral and practical responsibility of educating the young people, guide them and give them emotional security. Therefore, a teacher will have to play an effective role in the guidance of the immature young students. The parents are responsible for a child's physical security and basic emotional security, but a teacher understands the basic educational process in order to strengthen the concepts of citizenship, duties and rights, so that a student may make effort to become a great citizen of the nation. A teacher can give him a broad outlook for personal freedom, coordinating his rights and social responsibilities together. For this, it is necessary that a teacher is motivated and encouraged and solid conceptual change be brought in him. As a teacher, with this change in conceptual

Outlook, will have amazing energy flowing in him which otherwise cannot be produced by the viewpoint of materialistic or economic benefit. A teacher will have to assimilate this energy in him and will have to flow it to students. A teacher's duty is not limited to teaching only, rather it includes guidance. A teacher pervading with spiritual consciousness and complete devotion inspired by will-power can make education impressive; only words cannot accomplish this. In the coming decades, the image of India will depend on this fact what a teacher teaches his students in the class. Today's students will become tomorrow's citizens

who will carry the responsibility of the nation on their soldiers. Thus there is dire necessity to teach values to students and it is the duty of a teacher to develop desirable values in them.

Conclusion

The teacher is the most important factor in the entire educational system. The real success or failure of any method, technique, aid, device or procedure depends on the teacher. He/she alone is in a position to evaluate how far he/she has been able to achieve his aims and objectives. For example history is a comprehensive subject dealing with the achievements and failures of man in the past. It also accommodates day-to-day happenings in the present day society as well as the current and recurrent affairs of the world. A teacher with specific qualifications is needed for the successful teaching of such a vast subject.

As Value is a new comer in the school curriculum, very few people understand its true nature. More than any other subject, it demands well-prepared men and women of sound knowledge and good training to teach it. In addition to the prescribed subject matter, the teacher is also required to deal with attitudes, skills and appreciations. He is expected to produce intelligent citizens and responsible leaders. He should transform into well adjusted, well-informed and happy citizens who will successfully participate in matters of national and international importance. He/she is, thus, the real "Architect of nation".

The value oriented teacher should encourage the students not only to make their own choice as of the moment, but also to think more about it and to be on the alert for more pertinent information. He/she should feel free to express his own favored choice for action and to substantiate it but should point out that he/she is limited in what he/she can do about making the final decision. He can somewhat assuage fear by suggesting that the other choices for action have strengths to be considered.

References

1. Beyer L. The moral contours of teacher education. *Journal of Teacher Education*, 1997.
2. Campbell E. Professional ethics in teaching: towards the development of a code of practice. *Cambridge Journal of Education*.
3. Colnerud G. Teacher ethics as a research problem: syntheses achieved and new issues. *Teachers and Teaching: theory and practice*, 2006.
4. Dash BN. *Encyclopedia of Education*, Dominant Publishers and Distributors, New Delhi, 2007.
5. Pachauri Girish. *Education in Emerging India*, R. Lall publications, Meerut, 2009.
6. Silva ML. A profissão docente. Ética e deontologia profissional. Master's dissertation. Lisboa: Faculty of Psychology and Educational Sciences of the University of Lisbon, 1994.
7. Ramnath Kishan N. *Value Education issues and challenges*, A.P.H. Publishing Corporation, New Delhi, 2016, 02.
8. <http://www.unesco.org>
9. <http://staff.weber.edu/pdykman/inst/project/default.html>
10. <http://staff.weber.edu/pdykman/inst/project/standards/default.html>
11. <http://www.ncte-india.org/pub/rimse/spk3.htm>
12. <http://staff.weber.edu/pdykman/inst/project/scenarios/default.html>