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GRT BUILDING VALUES AND SKILLS FOR LEARNING OF CO-EXISTENCE

G. J. Raut

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Abstract:- I Major trends in social development in countries throughout the world have the for a paradigm shift in education generally. The reform of curricula has one to meeting such a need, which in turn has vital implications for teacher education. The present paper mainly focuses on: 'New Ignorance's' and 'New Literacies' related to Co - existence. Building Values and Skills for Learning to Live Together. Pedagogic Action for Co - existence at School and in Social Arena. The present study paper recognizes that learning of co-existence in a globalizing world a renewed commitment to learning about each other, to the free exchange of ideas and, to increasing communication between peoples and to developing shared values.

Keywords: Building Values , Skills For Learning, Co-Existence.

INTRODUCTION

Major trends in social development in countries throughout the world have generated the need for a paradigm shift in education generally. The reform of curricula has been one re-sponse to meeting such a need, which in turn has vital impli-cations for teacher education. The reinvention of the teaching profession demands a redefinition of teacher competences. As a result, a professional teacher should refresh his thoughts to meet the demand of his time. The present study paper ex-plores the following key points to comprehend the concept of living together in relation to teacher education.

'New Ignorance's' and 'New Literacies' related to Co-ex-istence:

“Ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war”.

This quote from the UNESCO Constitution (1945) resonates today with new urgency. All though new technological inven-tions and globalization has brought people closer together, there is a vital gap in their thoughts, which creates a distur-bance in co-existence. This is due to the following 'New ig-norance's':

- Ignorance of Cultural Diversity: Most of the people are in dark about their own culture and the culture of others. They are scarcely interested in knowing their own cultural heritage. How they will be interested in others?'
- Ignorance of Others: Existentialism highlights this igno-rance. Technological and scientific inventions have made people self centered. They are least interested in 'the other'.
- Ignorance of Ethics: In our common experiences, we have experienced that we are all interested in preaching on ethics and ethical values but we hardly take interest in exploring our concept of these ethics.
- Ignorance of Future: We are ignorant about our future. We are not sure about what is to follow the next moment.

Building Values and Skills for learning to live together:

The sole in of the study is to examine best practices in helping school students learn to become more responsible citizens. We hope to teach them to be assertive rather than aggressive, to become mediators, to respect human rights and to feel a sense of belonging and responsibility to their local as well as to the international environment. This is done by taking pedagogic action with which this can be achieve - within the classroom, the community, the national and even international level. The key recommendation within this re-port for national policy makers and curriculum specialists is that a core national team of educators committed to the goals of peace building, human rights, active citizenship and preventative health should be created. This should:

- create and pilot materials and methodologies related to these goals
- draw upon existing national and international experience to create a comprehensive and flexible programme within a unified framework
- enlist the participation of young people, teachers and community leaders
- expand the network of schools involved in piloting the programme.

The present paper also emphasizes the need for international networking to enhance the understanding of and competencies in the multi-faceted task of learning of co-existence. Technology is the tool used to achieve this in every classroom. We must prepare our students for the future. Our students must possess the ability to solve problems and work within a team. We should try to focus on the individual needs of each learner- learning must be enjoyable and relevant. We should provide the different learning styles and abilities. We should enforce a caring, supportive environment that allows children to become full participating members of society.

Here are some examples of such values. Each of these values should be 'visited' twice during the year. Teachers should focus on these values in class. We as a teacher educator should motivate our trainee teachers to concentrate on these values for cultivating them in their students. These values can be as under:

VALUE	DESCRIPTION
LOVE	Love for self and others. Showing care, concern for others. Evaluating self and others.
AESTHETIC	Sense of beauty and potential of self and others. Developing imagination and creativity.
TRUTH	This is an openness to new understandings which are to be shared and passed on to others.
JOYFULNESS	Companionship and friendship with others developed in a life giving community.
INDIVIDUALITY	Every individual is precious- the dignity, needs and giftedness of each person are to be recognized.
UNITY OF CREATION	We are to be aware of all created things as part of God's creation. We are caretakers of the earth along with all other people.
PEACE AND PEACE MAKING	We are committed to healing and reconciliation by being in right relationships with ourselves and all other members of our community and the wider community.
KNOWLEDGE	Knowledge encompasses the spiritual, academic, physical, emotional, social, cultural and political. All are to be nurtured with equal opportunity and access for all.
JUSTICE	We must act lovingly towards others especially the poor. We must treat them with dignity and help them to seek their rights.

Following are the skills which should be valued and promoted at each schools and education institutions as well. If possible these should be incorporated into the teacher education programme and should be a part of classroom practice:

SKILL	DESCRIPTION
OPENNESS	Demonstrates love for others and love of self. Welcomes others regardless of colour, race, ability/disability. Demonstrates of the School's values to others
CO-OPERATION	Works co-operatively with others and alone
COMMUNICATION	Presents and communicates information according to purpose, situation and audience (using literacy/electronic means)
SOCIAL RESPONSIBILITY	Develops an awareness of and responsibility for personal, local, national and global issues.
EXPRESSION	Responds effectively through creative and expressive activities.
PROBLEM SOLVING	Applies a range of problem solving strategies to achieve an accepted solution.
USING TECHNOLOGY	Selects and uses appropriate technologies for a given task.

Pedagogic Action for Co-existence at School and in Social Arena:

One can see from our daily experiences that co-existence is not always easy. It creates certain problems that have to be dealt with by the community and the teacher educators. We know that our students spend very countable hours at school and spend rest of their life in social environment. So besides the school, the social arena to which one must give serious thought. It is particularly important to look at the development and personality of the student to support them. This integral support determines the main focus of our pedagogic action to meet this need.

They are as follows:

- Cultivating independent living skills: cooking, cleaning, care of clothing, etc.
- Promotion of social skills
- Support for social integration
- Support for the academic learning process
- learning to cope with problems due to the disability
- Support for emotional development

In order to attain these objectives in our teacher education institutions, we should use the following pedagogic methods:

- Age- and sex-assorted group formation
- Individual support and promotion
- Close co-operation with the school
- Close co-operation with the parental home
- Group conversations, in which the planning of leisure time is discussed
- Training in independent living skills

It is of particular importance for us to train the teachers such a way that they will celebrate with the children and teenagers the different festivities of the year, to which they also invite the parents and other guests.

CONCLUSION:

We can say that there has been very little studies into how communities themselves define cohesion and ways to encourage active citizenship in young people. The present study attempted to provide some practical actions to attain this cohesion. It is directed in the paper that we should be aware of 'New Ignorance's' to develop 'New Literacies'. It provides descriptive understanding of the values and skills to be cultivated during teacher education programme. At last, it suggests pedagogic actions to break the barriers for learning of co-existence. In short, the present study paper recognizes that learning of co-existence in a globalizing world implies a renewed commitment to learning about each other, to developing the free exchange of ideas and knowledge, to increasing communication between peoples and to developing shared values.

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