CONCEPTS OF PEACE AND VALUE EDUCATION FOR SOCIAL DEVELOPMENT

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ABSTRACT

The significance of peace education in fostering peace is examined in this essay. Educating people in the ethics, knowledge, and skills necessary to avoid, resolve, and advance conflict is the goal of peace education. It covers the history of peace education from the 20th century to the present, covering formal and informal education topics and broad issues such as social justice, environmental security, human rights and conflict resolution. The article also shows how education can help people develop cooperation, tolerance, respect for diversity, critical thinking and problem-solving skills. In theory, schools can use peace to develop a curriculum that teaches children global values and long-term attitudes and gives them the skills they need to be international citizens. Using this principle, the practice of social relations is recognized in the social, social and social world. It is the process of learning and developing the competence that leads to human behaviour in groups and individuals, and becomes a model in schools and informal curricula. How does peace education and support affect all levels of school life, including teachers, administrators and students? It affects people in ways that extend beyond the classroom.

Keywords: Peace education, social justice, Human right, intercultural, environmental sustainability.

INTRODUCTION

It is the organization of youth socialization. The end of the First World War (1914-1918) was a powerful expression of the need for international cooperation and understanding, as well as the intention to incorporate lessons on peace education into school curricula. Numerous nonprofit organizations and state organizations, particularly the International Institute for Intellectual Cooperation, the Director of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), support the participation of these concepts. Millions of people perished in World War II (19391945), and Japan was horrified by the use of atomic weapons in Hiroshima and Nagasaki. UNESCO was founded in 1946 as a subordinate body of the United Nations, with the mission of organizing, formulating, and carrying out all-encompassing changes grounded in global peace and security strategies. The atrocities of the first and second world wars, at least for some educationists, rekindled the desire to further the humanistic aspect of education. In this specific context, Maria Montessori deserves to be honoured and revered for her persistent and forceful reminders of the value of education for peace. It was only in the early 21st century that we began to re-examine the idea of peace education, which he tried to popularize worldwide in the 1930s and which is necessary for peace education. Effective education is the only way to create a pure, loving, united and hospitable human being. If it is not connected to wisdom, morality and values, it can only lead to destruction and ruin.

The importance of showing the program is important. The learning process must be valued. No more. All learning is useful learning in a way. Education is the process of creating "desired" changes in a person's thoughts, attitudes and behaviours, consistent with his idealized life. In this sense, an important dimension of education is the sharing of values.

OBJECTIVES

1) Understanding the value of teacher preparation for peace.
2) Understanding the concept of values education.
3) Understanding the relevance of peace.
4) Understanding the meaning and idea of conflict resolution.
5) Acknowledging the significance of peace education.
6) Explore the purpose of values.
7) Acknowledge the importance and necessity of values education.

CONCEPT AND MEANING OF PEACE EDUCATION

The ultimate purpose of education is to instil peace, which is a fundamental characteristic that everyone should value. As their children's first teachers, the mother and father nurture family unity. The peace that had been cultivated at home was reinforced again at school. "Peace" has both pragmatic and metaphysical connotations. It could make reference to finding inner peace or settling a conflict. "You think peace is (or should be) what you want it to be." It has been stated that peace is the presence of social and mental conditions such harmony, concord, security, and understanding. The ultimate purpose of education is to instil peace, which is a fundamental characteristic that everyone should value. As their children's first teachers, the mother and father nurture family unity. At school, the calm that had been fostered at home was once more reinforced. "Peace" has meanings that are both practical and philosophical. It might be a reference to resolving a conflict or discovering inner peace. "You think peace is (or should be) what you want it to be." According to some, peace is defined as the conflict along with the existence of social and mental qualities like harmony, concord, security, and understanding.

MEANING AND CONCEPT OF VALUE EDUCATION

Things that are deemed valuable, estimable, dear, precious, and worthy of possession are known as values. Value is a standard. A value is an emotional attitude that guides or subtly motivates someone to act in a way that they find most appealing. Value is that is highly valued, significant, or a valuable norm or principle in life. They provide enjoyment, contentment, and tranquillity along with a sense of purpose and stability in life. They raise the standard of living. Therefore, "Value is something or anything that appeals to us and satisfies our needs, whether they are material or non-material; desirability and satisfaction are common elements in it." Values are the benchmarks used to assess to values are worthy of ownership since they are estimable. Dewey asserts that the following is the definition of values that is most often acknowledged: John says, "To value is, first and foremost, to regard with honour; it also means to estimate, to approximate." Put another way, it describes the process of placing a high value on something and making a determination on its sort and amount in respect to other things. To value, according to the latter definition, is to evaluate or decide.

Values are the benchmarks used to assess various components of value. Values are worthy of ownership since they are estimable. Dewey asserts that the following is the definition of values that is most often acknowledged: John says, "To value is, first and foremost, to regard with honour; it also means to estimate, to approximate." Put another way, it describes the process of placing a high value on something and making a determination on its sort and amount in respect to other things. To value, according to the latter definition, is to evaluate or decide because of this, a value has an emotive component that extends beyond the cognitive realm and incorporates a tendency to act or a volitional component. In light of this, judgments about the nature of value can be drawn in relation to material items like cash, real estate, kids, and beliefs and concepts like justice, truth, desire, piety, and self-respect, as well as terms like priced, precious, worthy, estimable, dear, and valuable.

PEACE EDUCATION AND ITS DEVELOPMENT

The Vedas, Puranas, and Upanishads all make plain the ancient Indian methods of fostering harmony, tolerance, self-discipline, and intercultural understanding. The planet Earth was seen by the ancient Indian Rishis as a global society. "Vasudevan Kodambakkam - the whole world is a family," is how they perceived her. Swami Vivekananda's objective was to teach people to recognize their inherent divinity and to manifest it in all facets of life. In order to attain internal stability and peace, he maintained that education should ultimately aim to develop the spiritual foundations of the country. He championed the notion of human fraternity. The world was enthralled with the principles of great peacemakers like Bishnu Prasad Rava, Iqbal, Rabindra Nath Tagore, and Mahatma Gandhi. and actions. Most, if not all, conflicts between people are resolved peacefully. If we want to move away from the use of violence to resolve domestic and international conflicts, we must work together to teach our young people positive conflict resolution skills.

Gandhiji's views of peace education

Gandhi's peace philosophy highly values active peace-making, the effectiveness of nonviolence, finding truth in oneself and others, empathy, forgiveness, and community. Gandhi's peace philosophy is based on 'Ahimsa', or non-violence, the opposite of violence that produces hatred, destruction, and death. Nonviolence is the law of creation, love, and life. In order to avoid disputes between people on an individual, community, national, and worldwide level, he contends that the universal human value of ahimsa should be promoted not just on an individual basis but also on a social, national, and international level. Gandhi believed that 'fasting until death' was the highest form of resistance to injustice. Gandhi embraced the ethical perspective because he believed that the root cause of all evil, including conflict, was moral corruption. Mahatma Gandhi devoted his life to promoting tolerance, respect for all racial and religious groups, equality and conflict resolution, and peace, equality and dignity for all. Gandhi believed that those who practiced nonviolence were not weak, but courageous and strong.

Creating a culture of peace to promote inner peace

The state of possessing sufficient knowledge and insight to preserve one's strength in the face of conflict or stress, as well as mental and spiritual serenity, is known as inner peace, sometimes referred to as peace of mind. Many see being "at peace" as a sign of health (homeostasis) and the antithesis of worry or anxiety.

In general, mental tranquillity is associated with enjoyment, contentment, and happiness. A stress-unaffected state of mind is characterized by calmness, serenity, and peace of mind. Some people define inner peace as an enlightened or conscious state that can be reached via practice in many different forms, such as yoga, meditation, and prayer. In spiritual endeavour, this sense of calm is often called a sense of self-awareness. The pursuit of inner serenity is frequently linked to religious ceremonies and activities. People struggle to accept their inner spirituality because daily life overwhelms them with stress. Discovering contentment and serenity in life's minor delights may appear like an arduous and never-ending journey. It is possible to become more spiritually aware gradually; there are ways to become more spiritual every day. In order to realize their inner serenity, humans can exhibit tolerance, understanding, and oneness.

Yoga and Mindfulness

Mental illnesses start in the mind. Simply said, practicing yoga and meditation makes life more tranquil. Not a thing more. Not a little less. Yoga cultivates mental equilibrium, which results in the right mindset. Yoga is simply a strenuous physical practice. referred to as Asanas. These poses help to promote tranquillity by reducing anxiety. It aids in the regulation of our wrath and fury. Yoga uses practices for both mental and physical relaxation. It's an awareness-raising method that provides a detached assessment of life's problems.

Teacher Education for Peace

"The only defence against war is education. How important and accurate it is in a society where massive nuclear weapons stockpiles are maintained in the name of sovereignty or deterrence. The twentieth century witnessed a greater loss of human life due to conflicts, wars, human degradation, and unscrupulous individuals than any other period in human history, despite scientific and technological advancements. It is imperative that peace education be taught at all educational levels in order to address the issues associated with fear. The educational system of any nation shapes its future. Teachers have a big impact on the personalities of future citizens. Teachers act as role models for the kids. Because of this, educators should undergo intensive training and development in many beneficial areas, such as morality, science and technology comprehension, communication skills, and peace culture. Thus, it seems sense to incorporate peace education components within the teacher education program. Activities that promote peace culture outside of the classroom and in the curriculum must be included in teacher education programs.

Positive aspect of conflict

Make people look at an issue and try to find a solution. Promote creativity in everyone to enable them to explore new ideas. Working together to discover a solution in a group setting can improve group dynamics. Taking on a challenge head-on and seeking a solution demonstrates care, commitment, and a desire the maintain to relationship. Become more knowledgeable about the disputing parties and grow with each interaction.

Negative aspect of conflict

A disagreement may cause negative feelings to surface between the parties. can be ineffective if a poor conflict style is used, wasting time and energy. can lead to individuals or organizations isolating themselves from one another, which would beextremely detrimental to future interactions with rival parties.

Lost drive and less involvement; became perplexed by divergent opinions. increases intergroup conflict and diverts attention from objectives. causes animosity between the populace; provokes negative emotions and sometimes violent behaviour; creates tension and unhappiness.

Conflict resolution
Conflict emerges if you take a different course of action. It is an activity that cannot be reconciled with another. It is an activity that obstructs, hinders, or stops the other action from being carried out. Before a disagreement can be handled, it must be acknowledged.. It's a really challenging profession. The discipline of peace education makes use of a range of conflict resolution strategies. In this lesson, we will look at a number of conflict scenarios and settlement models in order to improve our understanding of peace education.

RESULTS
Social harmony and camaraderie are the definitions of peace in the absence of animosity and violence. In a social setting, it is generally accepted that elements of peace include the absence of conflicts like war and the absence of fear of violence amongst people or groups. The purpose of peace education is to educate people about the negative consequences of violence and to provide tools for developing alternatives to conflict in society. These consequences can have long-term effects that span generations, from emotional distress to economic instability.

Conflict resolution is the process through which two or more parties try to settle their issues amicably. Friends and family members can get into arguments, in addition to clients, customers, and coworkers. Issues with workplace dispute resolution can be quite damaging to a business.

Teaching for peace focuses on fostering values and social skills in addition to assisting pupils in identifying the various manifestations and causes of conflict. Teaching for peace involves bringing students' attention to the value of peace and assisting them in resolving conflicts in order to maintain it.

Values education instils a respect for nature in us and helps us realize the impact of our actions on the environment. By promoting positive attitudes and approaching health education from a dynamic, individual, and group perspective, we can reduce health risks.

CONCLUSION
Values are the result of adopting proper conduct and routines, moral convictions and comprehension, and the capacity to distinguish between good and wrong. Therefore, values can be instilled by fostering the appropriate environment and encouraging learning through examples rather than rules. Value-free education is a waste. Moral principles should be ingrained throughout education. Lacklustre education for young people will make them a threat to society. The values serve as a child's overall development guide and serve as guiding principles throughout life.

SUMMARY

A culture of peace must be instilled in students in the current global technology environment. As a result, it's critical that students comprehend the background of peace education as well as the functions played by various national and international organizations.

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