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Teaching Moral Values Through Literature In English Language

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Abstract

Schools were always places where people could participate in social and educational activities, but they were also places where people could construct their personalities. Values in education have a clear goal of enhancing the respect and caring major education as much as it does to provide pupils particular skills. Values are a means to instruct him to incorporate his heart's desire for meaning and purpose into his goals. learning procedure. It is crucial to develop a based learning on the values that encourage good relationships and high standards of education in the community. It acknowledges the importance and safety of all participants in the life and work of the school. participating in this study were 120 pre-service English instructors.

Key words: Values education, literature, pre-service teachers

Introduction:

World events of the past had such the Arab uprisings has a tendency to be much more violent and deadly, which causes the persons and teachers thinking more about the principles and ethics teaching. Instill the moral values through education considered an urgent but controversial topic. Way they are moral

education vary depending on nationality. Societies expecting all inhabitants to act decently, properly and responsibility. In a self-governing society aware of the imposition of an unwanted the opinions on others, educators face a dilemma both teachers and learners. We should cultivate moral education by implication within the the unseen syllabus of the school or officially and put expressly in the curriculum that are taught (Narvaez and Lapsley, 2008). Depending on Rest (1983) and his business partner (Narvaez & Rest, 1995), the work ethic and has four Ingredients: ethical conclusion, the moral compassion, moral impulse and moral behavior the lecturers in the classroom may choose to take care via the use of perspective-taking, these qualities operations, and tales, and the transfer culture, ethical dilemmas, and responsibility making decisions, service-learning, and community participation. In taking viewpoint of teachers and the creation of opportunities for students to put themselves in a place others, for Understanding of the views of others and consider their attitudes, and expect how their behavior might have effect on the others. This is the approach to encourage unselfishness, and sympathy and development of both the ethical and moral perception affect. Koh (2012) thought that the storytelling is mainly operative to develop the individual beliefs through novels and identify and articulate values. Transmission of culture is of particular value in Pluralistic society and cultural values and social desirable allowed to take care of. It is recommended that students share their cultural practices and customs, thus strengthening the principle of tolerance and respect. The transfer of values and therefore does not Limited to the vertical transfer of intergenerational it can happen outside of a certain culture as well. Through Cultures, and provide an a person who has the chance to experience the diversity of morals. The objective of this manuscript is to identify the degree of moral judgment in students with respect to the plays considered in Drama category including five plays, Oedipus by Socrates, Shakespeare's Othello, She Stoops to Conquer by Oliver Sayegh, Major Barbara by Shaw, and the Room by Edward Albee.

I. Literature review

Theory of moral reasoning

Kohlberg (1958), theory of the advance of ethical judgment and put them to handle with one of the central Interests: " How can a man develop morality? Six phases of moral thinking are divided into three developmental levels in the Kohlberg framework .Before the traditional (both stages one and two where a person modifies moral judgment based on the external effects that affect the self, such as to avoid punishment or to seek to reward), traditional (level three and four, that emphasis of ethical mental to the benefit of others, are anticipated to be permitted by turns them and center on compliance with the rules and community rules.), a traditional function (five and six levels that a moral logic past the adage of one power on the basis of democratic tendencies of the social contract and the position. It adopted for decision-making, in order to achieve the greatest possible benefit of the majority or of the community)

II. Freire's values

It is important to say that education is the Laden values (Brady 0.2011, p. 56-57). One teachers' meaning inevitably Social and moral instructors and makes no difference either way there is official constraints within the school, facing teachers taking Therefore it takes stances on numerous social and emotional

matters, and the development of values that guided this Challenges. The danger is ideal for a range of values of the teacher The propensity to use successful teaching methods is confuse Personal with 'character' (values), and values the personal with the proficient standards One illustration is of an attractive .A teacher who is sociable, attractive, ebullient and having a great sense of humor. There's a chance. Although Some learners favor an instructor who displays the reverse, that is, one that is remote, cold and Let them be deployed, and that the teacher might yield better results. Carr (2010.64-5) says that while some of the required traits(Such enthusiasm and charm) might contribute to the professional experience, these behavior qualities are only "potential contributory. 'What is fundamental is In Freire's "Indispensable Qualities of the Progressive Teachers' Shooting," published in1998, "human" is also fundamentally referred to, and responding emotionally teacher :

- 1-Humility - Knowledge of our borders, and the adoption of a democratic based instead of dictator homeroom.
- 2- Lovingness - Love for the two understudies and faculty, and the practice of "Equipped Love" (battling for common decency).
- 3- Fortitude - overcoming one's own feelings of trepidation.
- 4- Resistance - respect for distinction, yet at the same not (P.42) 'silence on what is not likely'.
- 5-Decisiveness - Making choices is often difficult to get the best, but take care "not to revoke his name being a democracy. "(P.42).
- 6-Security - Trust in one action
- 7- Intelligence - living Strain among persistence and anxiety - to maintain up with the pressure between the two countries after never delivery either.
- 8-Joy Living - the commitment of all education specifically, and life overall.

III. Four methods to teach values:

1. The curriculum feature

The approach is based on a theme to a point of view that appreciates the qualities of education should be predetermined or traits include That can be instructed. Kohlberg (1975.673) alluded to the methodology disparagingly as' a pack of ideals approach. While the desired virtues frequently refered to incorporate trustworthiness and sincerity, tolerance, trust, service, compassion, and The understood inquiry is "What are the qualities" and "defined by them." So the curriculum depends on the absolute qualities: some It considers the specific values more commendable than others.

2. Values clarify

With this strategy, the students must determine their values and beliefs. This method of reflection to clarify confusion, supporters privilege, made the student more meaningful and efficient, less trusting and susceptible, more capable of critical thought, and more socially adept conscious. And is founded on values clarification on Students are encouraged to develop their own values as long as they do not directly matter to them, as opposed to the typical values mentioned approach (tyranny) values. The process of acquiring values rather than their imposition is the subject of curriculum.

IV. The method of cognitive growth

Because it is centered on values education, such as intellectual education, this strategy is known as "cognitive.", active thinking of students about values. Is' development "because they consider teaching values such as movement through Phase. These stages know "what (people) find valuable How he knows the value of, and why they find The justifications for evaluating it are that it is valuable (Kohlberg 1975.672). This separation of "structure" and "content" According to the style of our thinking, rather than the content, it demonstrates where we are in the process. to me For instance, two people might be at the same stage of logic (the same "structure") and defend two opinions that are diametrically opposed to one another, such as "he says against euthanasia in a row." logical axis theorists and so to enhance thinking and promote progression through the six stages of the moral autonomy established by Kohlberg(1975), without making a distinction between right and wrong judgments.

V. Role- play

Shaftel (1967, 84) on the definition of early to play a role as "an opportunity to explore through spontaneous Improvisation ... problem situations typical group that helped individuals to become sensitive to the feelings ofOf the persons concerned. "Usually, the two students who have been selected and the players will react spontaneously to each other in dialogueTo search for solutions to the problem at hand. To play the role of someone else, step outside of their students. Accustomed to the role and embrace the part played by someone else. action roles are Derived from observation and teaching demonstration author of more than 100 lessons of role-playing games.

VI. Method:

1. Participants 120 pre-service teacher, 95 females and 25 males, in the Department of Language Faculty of Education Co-education, which took a drama class in semi-structured interview about these five plays where they areDue to some cases involving some of the ethical dilemma and asked their thoughts.

2.Procedure Been adapted survey items from Freire (1998) AMD used in the written form of the interview, where'sIt has been compiled interview questions in the survey that was given to the participants. The pre-service teachers Help to answer questions in writing. It was chosen this method instead of the oral interviews because they facilitatedData from a large number of topics collection in the shortest time. Given to the students to ensure thatTheir responses will be treated with confidentiality and was informed thatthere is no right or wrong answer forquestions. Were encouraged to respond openly and to seek clarification from the scan if officialsNecessary. It has been writing scenarios about conscience and morality issues and the participant surveyFaced with an ethical dilemma, a conflict between two moral issues. Participants' responses to moral .And thus reflect the corresponding items the rule of moral reasoning. The first of the scorer to decide on the matter important. Chosen by a survey of participants for a certain dilemma. Each replies defendant then matched with a standard rule of interview and the allocation of result of the relevant stage and in accordance with guidelines ofStandard issues by scoring guide from Kohlberg.

VII. Results

Because the first students for ethical dilemma to test the "decisiveness" in relation to Oedipus followed his decision. What verdict would they render if they were the judges in Oedipus' trial (who murdered his father at a crossroads and wed the Queen after unraveling the Sphynx mystery)? Pre-service teachers answered between 28.8% to 53.8% in favor of guilt. 11%, according to those who were both guilty and innocent. The second conundrum presented to gauge "tolerance" for Othello. It is required to pre-service teacher what they are doing if they have suspicions that their wives cheated on them. Most companies said they walk (44.4%), 13.2% Announced that they deceive, additionally to motivate their spouses in the similar manner. 33% of people prefer to discuss to understand what is happening, indicating that some still need to be convinced that the argument should hold. The third conundrum surrounding the subject of "wisdom." Additionally, if the school's principal requested that pupils be punished, what would they do if they opposed it? 44.7 percent of them stated that they would attempt to persuade the school's headmaster through negotiation, whereas 10% preferred to impose the same punishment. Additionally, 19% will take no action in this case. 18% won't permit the major to act in this way in class. The fourth conundrum is about "courage." If they see that their neighbor had been attacked by her husband, What do they do? He said as far as to speak with the neighbor and understand the situation of 43.8%, and those who Police call is 15%, and some said they would not intervene 9%. Fifth dilemma is about "humility", he asked them if they knew that their project has failed, how It will be their reaction. Most try again (44%), the 20% do not do something, the 16% turned out to be terribly sad Unable to work hard or take action to improve the issue, and 6% to accuse the coach or teacher specifically. However, any shift in approach or failure to learn from mistakes demonstrates a reluctance to assume responsibility.

VIII. Discussion and conclusion

The results showed majority are in the levels three and four. This trend in the growth of moral reasoning Consistent with previous studies (Colby, Kohlberg, Gibbs and Lieberman, 1983). It is therefore likely that parents and teachers seen Operations or techniques that encourage student advance to the latter levels, however it is crucial to remember that the Supreme logic stage involves greater complications in the process of thinking instead of generating moral Superior solution on a matter or topic at hand Aside from a few chosen values that could be more closely tied to a specific strategy, several eight

It is very crucial to teach values across the board throughout the curriculum, and can be examined directly and / or Like. For example, approaching the contemporary classroom teaching knowledge acquired, as well as developed opinions through encouraging communication between the teacher and the students on an equal footing and conversational involves teacher Scaffolding that are Arrange more spontaneous connections with pupils and plan fewer activities. cooperative conversation. It is thought that teachers who concentrate on: can considerably improve teacher candidates.

1-fostering teachers' sense of self-worth, which includes initiative, self-care, and respect for others.

2-reforsement understand the role of the teacher and the relations in the community, especially with the local Community and parents.

3. emphasizing the importance of the individual and a dedication to their advancement.

- 4- encouraging respect for people's individuality.
- 5- encouraging responsibility, awareness, and the teacher's role in "touching" the lives of the children.

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