

The Role of Moral Values and Systematic Informing in Aim-Based Education

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Received: October 16, 2015

Accepted: November 27, 2015

Online Published: December 1, 2015

Abstract: Educator`s job is sacrificing because all the great personalities made are their fruits. Therefore, they have to dedicate themselves to build a golden generation. This work is not easy as it is thought to be. Hence, they have to be spiritually and materialistically wealthy. Learners in institution today are mostly aimless and purposeless. They need motivators, guiders or inspirers who give aims to the learners sufficiently. In this article, how aim-based education can be given to learners, the role of educators and moral values will be mentioned.

Keywords: Dedicated, Inspirer, Aim-Based Education, Generation

1. Introduction

Generally speaking, one of the major problems that university students have is to define their future career. Educators have a great responsibility to develop character via aim-based education. Clearly identified aim based education consists of significant parts one of which is moral value. King (1947) states that “the most dangerous criminal may be the man gift with reason but no morals... we must remember that intelligence is not enough. Intelligence plus character, that is the goal of education” (p.1). From this point of view we grasp the meaning that character education ensures students` motivation and it directly demonstrates that the moral value plays a big role in aim based education.

It is significant to explain the meaning of moral value as the aspect of motivation. Because, aim based education includes motivation with the help of moral value. Moral value is associated with the distinction between right and wrong. Moral value is a concept that governs human behavior, and it can show right or wrong actions or thoughts and also utilize all part of human life practice in order to raise motivation.

The second one is the systematic informing: Dewey (1933) indicates that “the purpose of education has always been to everyone, in essence, the same—to give the young the things they need in order to develop in an orderly, sequential way into members of society” (p.441). It is clear that systematically and orderly given information is a great value for aim based education. Recently, there have been many students that wander around with a pale soul (unmotivated) and aimlessly. Apparently, in order to reach goal orientated students we can initiate from classified activities that include moral values. Because, it is known that classified techniques, exercises and packaged methods can be distributed to students partially according to receiving capacity and liability of the students. In this context, if we don`t use the indicators

that show us the way, we won't be successful. Unless a person learns to set goals, recognize and gauge feedback in their activities, he/she will not enjoy them (Csikzentmihaly et al., 1991). It means all steps of the learning process should be followed in turn.

2. The Role of Educators in Aim Based Education

We are to establish a connection with the role of the educators in aim based education. Hence, we should take a glance at the role of teacher. Educators should play a resolving role in the student's moral problems by using the moral value that is embedded in the part of the lesson. Kohlberg & Hersh (1977) says that "the teacher must help the student to consider genuine moral conflicts, think about the reasoning he uses in solving such conflicts, see inconsistencies in his way of thinking and find ways of resolving them" (p. 57). One of the tasks that teachers have to do is to show the students a way and build ethics and moral values in their personalities. Working as executives they are considered as moral managers. The CEO is thought of as the Chief Ethics Officer of the organization, creating a strong ethics message that get employees' attention and influences their thoughts and behavior.

Moreover, teacher's duty is to take into account the sequence of the material related to moral value like rewarding. Covington's thought (2000) looks from different perspective on the duty of teachers "by rewarding some goals and not others, teachers can change the reasons students learn, which is to say change their motives" (p.4). In addition, the duty of the teacher is to vaccinate the honesty and trust as a moral value because through teaching diligently you can convince students. Honesty also includes not lying, cheating, or stealing as teachers fulfill their professional responsibilities (Lumpkin, 2008). Teachers should have two wings to present the lessons. First, he has to be well qualified on his/her field and second, to know the universal values such as theft, honesty, loyalty, backbiting, parents' right, value of time, value of health, harmful habits and beyond these the most delicate point is to implement the universal values in his/her life. Unless teacher is honest, his students cannot be honest.

3. The Place of Systematic Informing in an Educator's Assessment

Horvitz (1985) suggests that "a systematic assessment of student's beliefs would increase student learning and satisfaction in foreign language methods class" (p.1). It is identified that systematic assessment of student's belief influences on learning process. Learning oriented students get motivated to learn in order to achieve their skills and satisfy their curiosity, learn new things, and aim the complete understanding of the subject matter (Akin, 2008). Considering the last phrase of the sentence, it is possible to extract that the better you want to understand the aim of the subject matter, the deeper knowledge you need. Consequently, in order to get the aim comprehensible, students are required systematic informing that means to have well classified information regarding its own steps. For instance; let's imagine if all topics and syllabuses are given at once to students, definitely failure is unavoidable. Therefore, systematic informing is necessary regarding the demoralization for the students.

4. Where to Use Aim-Based Education

In the light of the explanations till now, we have tried to give information about the role of aim based education through moral values and systematic informing based on the educators. In this part of this article aim-based education usage areas will be discussed.

Moral value is an inevitable concept to remember to use in any learning areas. Mukti & Hwa (2004) adds that “there is a need for computer-aided learning materials in educational activities, which can provide students with practice and foster moral values at the same time” (p.1).

Moreover, moral values can be utilized by means of extracurricular activities on behavior training of EFL students. Extracurricular activities can take away students from a harmful atmosphere they are exposed to. In addition, we can correlate place-based education and moral values together. In order to educate well-bred citizens, educators should heighten commitment and appreciation. Sobel (2004) expresses that “I am done with great things and big things, great institutions and big success, and I am for those tiny, invisible, molecular moral forces that work from individual to individual by creeping through the crannies of the world like so many rootlets, or like capillary oozing of water, yet which, if you give them time, will rend the hardest monuments of man’s pride” (p.6). Most of the authors claim that moral helps to write mock epics and different kinds of poems. Moral gives information about the aim of the writing and may talk about the teaching of the poem or it may interpret some messages to the readers as well.

Last but not least, embedding the ethnic factors in the aim based education also has a role to gain advantage from the situation of individuals. Educators examined that person factors, such as liability, gender and ethnicity, interact with background and contextual factors to influence career choice goals and actions (Perrone et al., 2001).

5. The Embodiment of the Moral Values

It is time we wrote about the embodiment of the moral values according to teachers` methods. Which methods should be applied to lead students? And what kind of sequences does this process require?

In order not to confuse the student`s mind, information should be given from the shallow to the deep. Learning goals support deep-level, strategic-processing of information, which in turn leads to increase school achievement (Covington, 2000).

Aims could be as short term and long term and both of them have their own values. For example; short term aims short term motivation. As an example asking a student to read a book until the page twenty five and saying that he/she may be eligible to get the top point among the students causes short term motivation.

Contrary to preceding sentence, long term aims long term motivation. For instance; let`s think about a student who likes football so much. If you show him/her a numbered uniform as a target, it will bring short term results. But, if you motivate her/him saying that doing successful things in the team his/her name will be written in history and being an important character will cause a long term result. As McAdams & Olson (2010) describes that “goals may be conceived at many different levels. They may range from short-term tasks, such as getting my car fixed today or finishing this paper by the end of the month, to such lifelong aims as attaining financial security” (p.9). Moral values can be interspersed on the course emphasising the advantage and disadvantage of the social and ethical issues. For example: If we analyse a few ethic terms like honesty, trust and back biting as the piece of the moral value, we can make better inference. Regardless of the order, if we study the backbiting, we can find the sociological

impact of the back biting. We may tell our students to suppose that one of their classmates backbites the other, he/she observes the situation and he/she might think that if an individual backbites others then he/she might backbite about him/her as well. As a result, there will not be trust among students.

Furthermore, to provide goal for students, it is better to use well-balanced data that relates to trust. Because, only the society with a high degree of social trust will be able to create the flexible, large-scale business organizations that are needed to fight in the new global economy (Fukuyama, 1996). These examples make a point in students mind about their carrier. To finalize ideas in students' mind about the future is placed giving healthy examples.

6. Conclusion

Moral values and systematic informing in aim-based education are vital and depending on the following sayings by Gulen and Unal (2007); "morals are a set of noble principles that originate in high spirituality and govern human conduct" and "while something has been improved it becomes cleaner and brighter, better and more orderly than it formerly was indicated" it can be concluded that aim-based education holds an important place in shaping moral values of individuals. Delivering moral values systematically in aim-based education is the work of great spirited educators and educators of service. If the educators are worried about today's youth, they have to pay much more attention to how to deliver moral values through aim-based education. Because, healthy generation only can be trained and developed with moral values that is be given in aim-based education.

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