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Strategy and Methodology of Ethical education in Slovak republic

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Abstract

Ethical Education is a compulsorily optional subject in primary and secondary schools. The Ethical Education (EE) objective is the education of a personality with one's own identity, with interiorized ethical standards, with mature moral judgement and therefore with the behaviour determined by one's own beliefs; with a positive attitude to himself/herself and other people and that is why he/she is able to cooperate and to initiate cooperation. EE is thus subject oriented to: personal development (self-understanding, positive self-esteem), social development (knowing other people, their positive judging, group work ability and willingness, empathy, assertivity), moral development (understanding and acceptance of general ethical standards and principles, acting in compliance with ethical standards and one's own beliefs). In the paper we describe strategy of teaching of Ethical education. The basis of this strategy is Cognitive and Emotional sensitization, Reflexion of value, Practices in class and Transfer to workaday conditions. The second aspect of this paper is analyses of methods of ethical education. We describe and analyse two unconventional methods of Ethical education: Drama structuring and The Theatre Forum. Ethical education itself is not a recipe to solve any problems in our society, but it contributes to the education of good people who are aware of the necessity to respect social norms and are able to assume responsibility for their own behaviour in any situation at present and in the future.

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1. Introduction

Changes in society in Slovakia after 1989 created the need for changes in the school system. A typical manifestation of transformation phenomena education in Slovakia is a change of ideology (based becomes humanistic education) and resulting novel characteristics of school: thaw in relations teacher - pupil, penetration

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of new methods which are based on experience waiver from memorizing a transition to creative exploring the world and so on. In the context of these changes in Slovakia as an experimental subject appeared ethical education. Its foundation was training for sociability, a concept created by R. R. Olivar Autonomia Univerzity in Barcelona. R. R. Olivar, along with Slovak author of Ethical education L. Lencz (and later J. Krizova) introduced the teacher subject; teachers need to be translated to a change in fair shape. The teacher through Ethical education became “partners” to their pupils, although he was the one who determined the rules, but on the other hand, it was also an element of class to first talk about themselves, their feelings, analyse the situation, to which he got so approaching children and young people.

Today, Ethical education is taught as a compulsory optional subject in primary and in secondary education. Its content consists of 10 primary Olivar, 1992) and 6 application topics. The goal is to educate personality with its own identity, capable of independent decision-making, expressing their own opinions, but respecting the freedom and the needs of other people. It is a comprehensive program with specific teaching strategies and methodologies. The following sections of the text, we would like to describe the strategy of Ethical education and analyse selected methods of ethics in relation to the objectives of the subject.

2. The Strategy of Ethical Education

Methodology of Ethical education recommends for effective implementation and compliance with the attainment of the object of four basic steps that constitute the acquisition of desirable attitudes:

- A. Cognitive and emotional sensitization
- B. Value reflection
- C. Practice during lessons
- D. Transfer to everyday life

While the first two phases (sensitization and value reflection) provide input to the problem - generating interest and gradual impersonation issues, the last two are practical and personally trained socially desirable behaviour (more about the strategy in Fridrichova – Hajnalova, 2012).

Cognitive and emotional sensitization is the starting phase ethics class. Her role takes place at two levels: emotional attunement pupil on, call up the first phase of personal involvement - preoccupation and cognitive (intellectual) preparing to deal with issues. The basis of cognitive and emotional sensitization is called "Irritation" - a stimulus of very interested in learning. Suggestions in Ethical Education provide important basis of success of the course: personal commitment pupil. It is therefore necessary to ensure the introduction of a teaching unit "retraction" of the pupil to the topic, motivated him to further learning, to an awareness of others and to self-knowledge. Sensitization depends on the good success of the entire teaching units, if a student is personally committed (do not feel that the topic is inherently affects him and for him is important), working formally and not fulfilling the objectives hours. After well projected sensitization pupil experiencing different emotions: joy, sadness, anger, happiness, fright and the like and thinking of their own previous actions in similar life situations, considering the consequences of different decisions and so on. Invoking emotions ensures activation of thinking creates a good basis for reflection on the value and pursues the objective of teaching units.

The purpose of the value of reflection is to point to a desirable value. Value reflection through clearly defined question leads students to reflect on the importance of values for herself or himself, for good coexistence in the classroom, establishing and maintaining friendships, for good family relations and so on. We note (in accordance with the perception of the value of reflection by L. Lencz) that link cognitive and emotional sensitization with reflection of values (i.e. experiential teaching methods with cognitive approaches to teaching) provides a sound basis to enable the teacher to ethics classes avoid theorizing without links with everyday life (only cognitive approach). The result follows the projected hours of ethical education (sensitization linked to the quality reflection of values) should be outlet into concrete actions in the daily management of the pupil.

Difficulty reflection of the value rises with the development socio-moral thinking, and thus is directly linked with the development of personality. The importance of the value of reflection on ethics lessons we see only in the networking experience (emotions) with cognitive topics, but also in fulfilling socio-affective standards, respectively targeting the attention of students to specific values. In primary education would Ethical education through value-reflection have adequate methods to develop sensitivity to the creation, maintenance and development of friendship (as basic social skills). In lower secondary education (based on an analysis of Ethical education in the national curriculum) would have reflection of values towards the development of responsibility for their own decisions and actions (development of responsible attitude to themselves and to others). In upper secondary education is a fundamental requirement of teaching ethics moral development (humanity), which is responsible for developing proper relationships of man in private, at work, in public life, and so on. Ethical education should value through reflection aimed at developing core values in different stages of education has become an important subject for the development of socially desirable, but especially ethical behaviour.

While cognitive and emotional sensitization prepares the student on, working with his particular experience or experience created directly in the classroom, classroom training is the part of an hour in which the pupil (safe) environment class develops self-discovery and learning about others, but mostly trying to practice and a desirable behaviour. Training in the classroom draws on previous experience and student incentives (cognitive and

emotional sensitization), reflection of their own experience in the sense precautions for desirable behaviour and actions in the context of the target values of ethics (and society) and creates the basis for the transfer - application practicing behaviour in everyday life. The essence of training consists of classroom practice and of holding new or modified model of behaviour in different situational contexts. Part of classroom training is continuous reflection, it is necessary for a student to talk about what survives while experimenting with your own behaviour, act in different situations, for self-knowledge and knowing others in their neighbourhood, while valuing himself, his good qualities, knowledge of own weaknesses, receiving criticism and praise, but also the perception of a gradual awareness of the value of other people, formulating constructive criticism and positive expression of other pricing in your area. The pupil needs to confront their own feelings with feelings of others in the group as a reflection of the teacher.

Practicing in normal conditions or transfer interconnects ethical education to real life. Ethical education are often accused her/his "detachment" from life. Is for two main reasons:

- The objectives of Ethical education system are demanding socially desirable values, attitudes and demands for human behaviour in different life situations;
- Socially desirable behaviour in the context of the declared value is realized only in community safety class and after learning the declared values, attitudes, behaviour away from the student (pupil) is not required.

Just another reason why Ethical education becomes the object of criticism, is the answer to the question, why has this subject as the basic strategy of teaching and training in normal conditions. Transfer to normal life is not possible unless the student is satisfied itself of values in everyday situations. On the other hand, it is necessary to confront the desired behaviour, values and life companies. It is expected that the student gradually begins to perceive the advantage of behaviour and decision-making in the context of how it is presented to Ethical educations classes, as enforced values ultimately improve the view of the self (confidence in himself), developing greater awareness of other (search for the good in others people, learning about different responses to different stimuli), promote good relations (openness of communication, self-enforcement, but also acceptance of those around them, help and support) and ultimately benefit the environment in which the child / young person lives.

The presenting cycle training is a system that is based on experience, its reflection and gradually improves their own behaviour, decisions and actions in the context of socially desirable values. In order cycle was presented successful work is needed thought Teacher, which also includes appropriate use of methods and forms of teaching. The following chapters focus on the most common and the most appropriate method, which fills the content and performance standards and are appropriate tools for activating students' achievement in teaching Ethical education.

3. Drama structuring as an unconventional method in Ethical education

Aims and Idea of Ethical Education is not simple. Pupils come to school with specific patterns of behaviour which are typical for their family life or for their peer life with friends.

The question therefore is how and what the students work, the methods and procedures applied in education to be willing and able to respond appropriately later in different situations. Methodology ethics recommended for effective implementation and the attainment of subject compliance strategy. Several methods of drama education conative assist in meeting performance standards and full and content standards of ethics. The drama structuring is a specific type of drama project used in educational process. It integrates and varies the various methods that are based on role-plays and others activities (discussions, art or music activities). The exploration of situations from various points of view and aspects represent an important integral part of drama structuring. Drama structuring can be based on literary work of art or on a topical issue (e.g. bullying, child abuse, unseen and neglected children, sibling adoption, eating disorders, and others).

As we have already mentioned, it is important to emotionally engage pupils in the topic at the beginning of Ethical education. Therefore, not only cognitive, but also emotional sensitization, the importance of which is

multiplied with age, must be included in the initial stages of training courses. Cognitive sensitization allows pupils to become familiar with key terms (the gathering of information about topics, the discovering of what pupils know, or do not know, their opinions of topics, and so on.), but emotional sensitization represents the base for personal tuning and arousing interest in what is going to happen. We consider personal involvement to be a common denominator of successful implementation of drama structuring, the fulfilling of Ethical education aims.

Successful implementation of drama structuring during Ethical education lessons focused on the prevention of undesirable behaviour depends on interest, on the involvement of pupils as well as on whether the problem intrigues them or not. In this context, it should be mentioned that the taxonomy of affective goals according to Krathwohl is based on the willingness to perceive a stimulus, to purposively pay attention to it, to gradually respond to it and to find satisfaction in the trained behaviour. We believe that in terms of Ethical education lessons with implementation of experiential learning, the presented taxonomy of personal involvement constitutes a good departure point for the determination of educational requirements during the stage of emotional sensitization. Teachers as implementers of drama structuring create pedagogical situations that not only absorb pupils in their work and capture their attention, but also motivate them to look for their own solutions, develop a sense of responsibility (a better understanding of the consequences of behaviour in various social contexts) and gradually pupils find out that there is a connection between a problem and themselves, which results in characterization during this stage; i.e. the pupil begins to consider the value or problem in question as an element that is his/her integral part.

The basis of cognitive and emotional sensitization is a so-called dramatic situation representing drama structuring itself. Teachers present a problem in a dramatic context, e.g.: parents are informed that their child is in hospital in coma caused by drug abuse lasting for many years or a minor who is at home alone opens the door to strangers and becomes a victim of burglary or a fifteen-years-old pupil suffers from eating disorder or teachers are informed about an attempted suicide of a pupil because of long-term bullying, etc. During the stage of problem presentation, cognitive sensitization occurs, because pupils consider the problem, they try to remember any examples from their lives, they think about the term or the problem that was presented. The degree of personal involvement depends on how the problem is presented. Morgan and Saxton (2001, p. 40) mention four components that are necessary for drama implementation: participation (physical), monitoring (verified by means of eye contact), listening (verified according to adequate verbal responses) and reactions (non-verbal responses). Morgan and Saxton mention that it is the task of the teacher to arise curiosity (emotional sensitisation).

Role-plays are also very important for emotional and cognitive sensitisation. However, they require a higher degree of personal involvement, i.e. participation and captivation. In terms of Krathwohl taxonomy, pupils who are willing to engage in role-play show willingness to react to a particular impulse, because they identify themselves with the role and the social environment they enter during playing. The performance itself cannot be understood as a theatre performance, but as a social role, i.e. pupils present a mode of social behaviour that in terms of the taxonomy of affective goals represents an assessment of value. The same principle is apparent during role-plays in the situation when pupils play "for themselves" (a so called simulation), or the pupil performs a familiar situation in the role of someone else. In terms of meeting socio-affective objectives, it is necessary to monitor whether pupils are ready to play a role or a situation, i.e. whether a value is assessed. It seems to be appropriate if pupils in primary education first monitor their own behaviour in model situations, and then they gradually start to practice role-plays. This level is really important if drama structuring is implemented, because teachers can see whether the majority of class is interested in a specific fictive situation or not.

If pupils empathize with the characters and their actions, and their involvement is apparent, then it is possible to continue with the phase of internalization. In line with The Krathwohls taxonomy, pupils should be able to classify and sort out values and attitudes according to the role they play. Captivation represents a peak of drama structuring, i.e. the strongest emotions are generated, what is of most importance to Ethical education teacher in relation to a relevant value reflection.

Value reflection is closely related to the interpretation and evaluation phase, where students have room for survival analysis from multiple angles. The importance of the value of reflection on Ethical education classes is indisputable - because without it disappearing meaning and significance realized. The role of reflection is of value not only to determine whether students understand the issue, but it is also necessary to consider the consequences of decisions made while playing the role or situation.

Result of quality of the value of reflection and excited prior personal commitment, the willingness of the student to reflect on the values, the importance of which for a happy and responsible life outlined the teacher. Even though the structured drama is quite challenging method and its application to the teacher requires a high degree of creativity, ability to organize work and maintain attention and tension in the participants, providing students experience a comprehensive look at the issues examined. Objectives of Ethical education is a complex set of abilities, skills and knowledge and their achievement is a lifelong development. However, we believe that ethics teacher can give a student more than to be able to watch their behaviour and the situation in which he finds himself, comprehensive and knew seek alternative solutions.

4. The Forum Theatre – Specific method of Ethical education

The second method, which is recommended to achieve goals of Ethical education, is the Forum Theatre. Its founder is Augusto Boal, theatre roots are in Brazil and preceded him so simulated dramaturgy. The essence of Forum Theatre is finding as many solutions to one problem, debate and argument. The object of the game may be drugs, aggression, bullying, exclusion of an individual or group bullying at work, infidelity and the like. Theatre Forum takes place in several parts and its base is a short story with an open end. The first part is a performance problem, viewers get to know the "aggressor", victim, find out where the problem actually. Created collision is not intended to address, but to a negative conclusion. After the show - played the situation enters the scene called. Joker plays the role of facilitator observer and attendant between audience and actors. Together with the audience he identifies the main source of the problem - the aggressor and the victim. In the third stage, the game starts playing again, and viewers have a chance to intervene to stop the game at any time and replace one of the actors, but not replace the aggressor - the source of the problem to be solved. The game is played repeatedly until the audience exhausted all ideas to resolve the situation. After each played and completed the situation is re-name the problem, analyses, and discusses the advantages and disadvantages of the proposed solutions. As we mentioned earlier, the true essence of Forum Theatre is one finding the right solution, but finding all the possible solutions (whether they are more or less likely) to analyze their influence on the conduct aggressor.

The Forum Theatre is for students to Ethical education lessons appropriate means of training desired behaviour. Its realization may take even one more lesson. The first play, when the students acquainted with the problem, a cognitive and emotional sensitization. Teacher in position during the discussion Joker realizes the value reflection, resulting in the identification of the problem, pointing out the inappropriateness of the behaviour aggressor, the implications of this case in relation to the victim, the reaction temperature, but also the responsibility of each person. The third phase - searching for solutions - is basically pointing out how it can do, but the sacrifice itself to change the behaviour of the aggressor in the event of his own actions. At this stage there is an awareness of their own responsibility, the impact of their actions on the environment. Comprehensively it can be stated that The Forum Theatre is inherently close to reality and helps students find a connection between a normal life and school.

In terms of achieving the objectives of ethics may The Forum Theatre is a suitable means to conduct training, which is a child or young people learn how to defend against negative environmental influences. Also learn how to recognize inappropriate behaviour, will see its share of the solution of the adverse situation, but especially be seen and gradually aware of the responsibility of everyone in problematic situations. Forum Theatre can be considered successful if students produce proposals for further troubleshooting and gradually passing from the stage of aggressive interventions in defence of victims to assertive actions that disarm the aggressor. Then the

teacher can see that pupils are adopting non-violent patterns of behaviour, and thus they realize what are the standards of what is good and what is bad in the proceedings of the individual and what the consequences may have their aggressive intervention to solve the problem. Achieving this goal requires the teacher patience, precision in demanding respect for rules and standards, continuous analysis of negative and positive events in the classroom and reinforcing appropriate behaviour of students.

5. Conclusion

Ethical education is a subject focused on personnel (knowledge of himself, himself a positive evaluation, design your own self-development), social (knowledge and learning about others, a positive evaluation of others, the ability and willingness to work in a group, empathy, assertiveness, reasoning ability and acceptance of other views, etc.) and moral development (knowledge and adoption of general ethical standards and principles, act in accordance with ethical standards and self-belief). By applying specific teaching strategies based on the reflection of my own experience and applying the appropriate techniques can gradually achieve individual goals of Ethical education and participate in education and personalities respecting standards of good companies, but especially the fundamental ethical principles.

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