



## The Concept of Morality in Teaching and Training

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### **Abstract**

Morality is the collection of unwritten norms that govern the acceptable or unacceptable behavior of a community. To sustain order in a community, individuals must adhere to specific norms. Some of these regulations are moral codes, such as traditions and conventions. Customs and traditions include a component of morality. Researchers have been investigating what learning is for decades. Educators have emphasized the significance of moral education and how to impart morality to students regardless of the learning domain. This circumstance calls for more acknowledgment of both the learner and the learning environment. This article focuses on teaching morality to students in the context of education and a few aspects that influence the moral development of pupils.

**Keywords:** *Morality; Education; Factors Affecting Learning*

### **Introduction**

National and international organizations are essential in raising society's material and moral level, particularly through educational organizations, seminars, conferences, and social and economic family assistance (Celik et al., 2022). School is both an atmosphere for teaching and learning. School is not simply considered a place that offers a degree but is perceived as a platform where one learns to be a good citizen and a better person. Students are drawn to the schools with a nice, friendly, and positive atmosphere (Khan & Yildiz, 2020). Furthermore, learners get favorable moral learning conditions if interaction, activities, and assignments support this learning atmosphere (Daskan & Yildiz, 2020). Education is the objective of all learning regardless of the course or subject being taught. Education is the most important goal, but it is not included in all courses since it is hidden from view. Education is a lifelong process that begins in the classroom, where students learn about themselves and each other. Students learn what they can and cannot accomplish and what they should and should not do by introducing their skills. In language classes, for instance, the student learns the power of words, reasoning, etiquette, and civility. We may say that nearly everything is based on computers and the internet since all classes are designed to teach pupils, face-to-face or online, in the new generation's education life (Yildiz, 2021; Yildiz, 2022).

Using imagination, one learns to experiment with words, express oneself, and talk eloquently as he or she explores the realms of thinking and language in the imaginative world. One finds the existence of an abstract and unseen universe in maths class. In physics, it is believed that all existent objects are interconnected. Weight, length, distance, time, velocity, the original, interior, and form, and the vastness of space are connected to beings. In chemistry class, one learns the structure of matter and the interactions between substances. In physical education, students learn about their bodies and what they can accomplish with them. The student compares humans to various living organisms in biology class. They get an understanding of their differences, flaws, and strengths. He feels the suffering of mortality in his heart. Vaccinating the love for nature is the topic in the geography lesson to educate the learners (Yildiz, 2019a). In short, education indirectly reflects these learnings on the student's behavior, life, and interpersonal relationships.

Education places a significant emphasis on morality. In this scenario, morality occupies a unique position in education due to the direct relationship between moral knowledge and human behavior. Morality molds and strengthens the individual via virtuous, admirable, and admirable conduct. Education and training are crucial to morality.

There have always been individuals throughout history who have affected the general population in various disciplines. These individuals have decided to make improving humanity their responsibility (Dayan & Yildiz, 2021). In this respect, shaping the individuals is primarily the instructor's concern, and the teacher is the subject of teaching. Educators do not teach the students the materials. They also teach principles, disciplines, values, and moralities (Yildiz, 2019b).

Furthermore, the learner is the focal point of learning. Therefore, the learner is responsible for the job of learning. Teachers have attained their objectives when students completely get what teaching and learning are. Teaching and learning are notions that are complementary to one another. The accomplishment of the goal of teaching and education is referred to as moral education. Teaching involves learning the name and consequences of a behavior pattern. On the other side, education consists of embracing this behavior, transforming it into a value, and deliberately applying it to one's life.

## **Acquiring Morality**

Every subject has a set of universally applicable learning principles. In the same way that each scientific discipline has its study-learning area, learning themes, and philosophy, so does every field, subject, and the notion of morality. Some of what we learn in moral education has to do with our minds, while other parts have to do with our bodies, and yet others have to do with our actions. In order to achieve morality, one can acquire and find a new notion that will ground previously held knowledge, or one can sense and experience the information. Action is the most crucial learning outcome when putting what one has learned into practice. Reinforcement, review, recall, and reorganization of previously acquired behavior are examples of behavioral learning. Morality's understandings regulate a person's relationship with and perception of himself. His view of society and human relationships encompasses all facets, milestones, and guises. These learning domains are strengthened, developed, and improved by including moral problems.

Because of their visibility and significance, school directors are a primary source of ethical behavior. For this reason, teachers turn to them for guidance on conducting ethically and will follow them as an example if they present one (Ali et al., 2020). Additionally, new teachers must provide a positive example for their pupils by becoming role models (Ulker et al., 2021). Educators should convey morals and ethical values to learners through examples rather than lengthy lectures or sermons (Yildiz & Dayan, 2022). Moreover, different games to play are a good way for learners to gain positive attitudes during their developmental period to help accelerate their psychological and sociological adaptation to life. These aspects of the games effectively instill good morals in the learners. (Çelik et al., 2022). In addition to

cultivating students' emotional, mental, and intellectual selves, educators are responsible for guiding their pupils toward being morally upstanding, self-aware, and contributing members of society. Students are more likely to learn in an atmosphere that is conducive to their needs, and it is easy to create such an environment in the classroom (Celik & Yildiz, 2019).

### **Factors Affecting Moral Attainment**

The ability to differentiate between good and wrong is central to the concept of moral value. The idea of moral value controls human conduct; it can indicate what is good or wrong in terms of acts or thoughts, and it can also be applied to all aspects of human life and practice (Tosun & Yildiz, 2015). Students' ability to study is influenced by the content of the moral concerns they encounter in their studies. As a result, moral education is influenced by a wide range of circumstances. However, each course branch handles and interprets these issues within the context of its unique demands, features, challenges, and opportunities. Challenges in every learning are inevitable since each branch has different expectations and goals. Some of these issues can be changed, while others cannot. Teachers must keep these attributes in mind throughout the teaching process, even if they cannot be enhanced. Teachers and school officials must constantly address issues connected to student credentials that can be modified. Their efforts should be maintained and expanded to take these capabilities to the next level. Student qualities and traits that may be changed are not a solution to the problem. In the long term, even qualities that are thought to be immutable can be altered.

### **Cognitive Input Behaviors**

Verbal-transactional talents are reading comprehension power, communication skills, listening skills, learning techniques, logical reasoning, and problem-solving skills. These cognitive input behaviors fall under the category of cognitive input behaviors. Learning in the area of moral knowledge is greatly aided by engaging in activities that are categorized as cognitive input behaviors, which are also of the utmost significance. Cultivating morality requires a setting conducive to learning with high levels of understanding, cognition, and reasoning ability. Students use their abilities in logical thinking to comprehend the results of both appropriate and inappropriate behavior. With their abilities in reading comprehension, they create the texts found in textbooks and supplemental sources, and they express themselves using linguistic characteristics. Their capacity for problem-solving enables them to find answers and resolutions to the ethical conundrums and other challenges they face. By utilizing their talents in communication, students can retain the information that allows for the growth of relationships amongst the individuals they learn about in the course, and a learning atmosphere students can share their views and ideas (Yildiz, 2020). Students' functional development and their ability to use cognitive input behaviors are both helped by moral education to a greater extent. The degree to which skills and capabilities are utilized correlates directly to the degree to which they become functional. The ability of the pupil to comprehend what is being read is essential to moral education. Activities that are most frequently utilized in moral education include reading comprehension, determining the meaning of the writing, thinking, expressing their views within the context of a certain system, researching the causes of events and phenomena, and drawing conclusions. Students who cannot comprehend the reading material they are required to read as part of their education will not benefit from taking such classes. The person who has formed the habit of reading books is receptive to learning throughout their lives and can use the information gained at the appropriate time and location (Yildiz, 2020b).

### **Affective Input Behaviors**

Affective input attribute is the degree to which one believes that students will be successful due to their interests and attitudes. People think they are why they work so hard to learn. Students can change how much they think they can do well in moral knowledge. People also gain a certain amount of self-confidence when they know they are valued. In this respect, students should be seen as important. The

most important sign that a student is valued is that he or she feels close to the teacher and can say what they or think without fear of being judged (Vail et al., 2016). The teacher should listen to what the student says and give a better answer to his greeting. If he does not have time to listen, he should tell the student why and let them know when they can listen (Sieberer-Nagler, 2016). Students learn how to think about and feel about all subjects and teachers. There is a reason why students feel the way they do about their lessons and teachers. When figuring out a student's moral status and ensuring it grows well, it is also important to look at their past lives and learn about their families.

## **Individual Differences**

As in other field courses, the student's progress is the same. Fast and successful learners exist alongside others who are sluggish or incapable of picking up new information. The first thing to remember about education is that it is an individual endeavor. A wide range of factors influences a person's ability to learn and the pace at which he or she may learn. In this environment, students can study in a variety of ways. While all students receive and absorb the same information, how each student perceives and processes that information varies. It is possible to become aware of things differently for different persons. Because of this, there can never be a level of permanent learning for every learner. Everyone's moral experience is unique since each person is born with unique features. In moral education, it is believed that human beings use the right learning styles to attain their full potential. For the sake of the academic achievement of the school, the instructor, and the students, dedication to one's profession is of the utmost importance. It is not fair to expect the same level of achievement from every person (Yildiz, 2017). Students are more likely to succeed academically if given incentives to study. Students' aptitude, capacity, willingness, and social skills are part of the achievement (Yildiz, 2015a; Yildiz, 2016a).

Expect what they can accomplish, and honor them for what they can do, given their variations in moral understanding. An opportunity to educate morals, motivation and values are provided through moral education. In moral education, new techniques are based on the ideas of right knowledge, love, and interest in oneself and one's fellow human being. Moral education is successful when these values are in harmony. Self-awareness, self-esteem, personality integration, self-control, and the purpose of life are some of the objectives of moral education. It is vital to accept self-motivated pupils and capable of succeeding on their own, without comparison to anybody else. Moral knowledge is only truly successful if reflected in one's everyday actions.

## **Conclusion**

Ethics encompasses a wide range of concepts. A set of laws and principles governs every living thing. In order to achieve success, one must adhere to this set of guidelines (Yildiz, 2016b). The challenge that instructors in education face are enormous. Students may be bored, uninterested, and tired during class, even though educators are expected to be specialists in class management (Yildiz, 2015b). A primary responsibility of educators is to instill virtue in the next generation. Educators' duty in today's world is far more challenging than in previous decades. It is quite challenging to engage both the teachers and the students in learning and teaching. Educators should have a high level of expertise, be skilled, and have strong computer and management abilities.

Additionally, teachers must be more patient, motivated, and inspiring to significantly influence their pupils' academic achievement (Yildiz, 2015c). Students that are eager to learn and curious in the classroom should always be the focus of teachers' attention, regardless of the topic they are teaching. They should consider the student's willingness to learn and grow in new ways of behaving, thinking, and performing. In this scenario, the instructor must also be prepared to educate, address learning problems, aid, and give direction. The greater the degree of sincerity, warmth, humanity, mutual respect, and value generated in a connection, the more successful it will be.

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