

A Study on the Structural Elements of the Educational Philosophy “Establishing Morality and Cultivating Students” in English Teaching in Middle School Based the Process of Moral Formation

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Abstract. The purpose of this paper is to analyze the structural elements of the moral education when applying the educational philosophy “establishing morality and cultivating students” in English teaching in middle school in the process of the middle school students’ moral formation from the perspective of three analyses. The first is to interpret four levels of moral education from the moral awareness, the moral emotion and the moral will. The second is to interpret the moral behavior based on the moral levels. The third on the structural elements of applying “establishing morality and cultivating students” to English teaching in middle school is to interpret the division of setting the structural elements of the middle school students’ moral education in English teaching based on the first and the second analyses in combination with the middle school students’ characteristics of moral education.

1. Introduction

The process of moral formation as important as what is morality for moral education illustrates how to guide the practice of moral education from the angle of implementation process. The moral value of the middle school students is in the formation stage. The educational philosophy of “establishing morality and cultivating students” presents the realization of theory and practice of moral education, which further reflects the understanding of value and methodology of moral education[1]. Theory should be correlated and applied to practice. “Establishing morality and cultivating students” implies that cultivating students is based on establishing morality. Qualitatively, “establishing morality” is an abstract concept if it is not quantitatively analyzed, not even to be applied to guide practice of moral education. Only through the concrete evaluation dimensions can “establishing morality” be used to guide the practice of “cultivating students” so to estimate the effectiveness of the middle school students’ moral education[2].

“Establishing morality” is the means and “cultivating students” is the objective. As for the middle school students, “establishing morality and cultivating students” signifies the process of moral education[3], which helps to make an analysis on a simple dimensional frame of the process of moral formation for providing the

reference of evaluation on the middle school students’ moral education rather than create an evaluation index.

2. The analysis on the structural elements of the educational philosophy “establishing morality and cultivating students” in middle school

The educational philosophy “establishing morality and cultivating students” is a sort of concrete manifestation of moral education and reflects the moral base of educating students’ comprehensive quality. In other words, moral education in moral, intellectual, physics, aesthetics and labor education is in the core place for students’ all round development. Educators must realize that moral education is definitely the most important part for middle school students’ education. On the one hand, it is because moral education is strongly related to shaping middle school students’ personality which has great influence on their character, emotion, value and so forth. It can be said that the education without moral education must leads to the unsuccessful role for educating students. The knowledge, the theory and the ability are to work positively on the condition that the students have good morality. On the other hand, because of the middle school students as the under-age

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youngsters whose morality is being and needs to be cultivated, it is more important and easier to practice moral education for higher efficiency.

To figure out the process of moral formation is useful to understand the hierarchies of moral education. The educational philosophy “establishing morality and cultivating students” lays out two aspects from theory and practice, which helps moral education play a more useful role in educating middle school students. “Establishing morality” is for “cultivating students”[4]. The hierarchical understanding of moral education stresses that the hierarchies are combined to describe the structural elements of “establishing morality and cultivating students” from a low level stage to an advanced level stage. This structural analysis based on the hierarchical analysis is then to show a sort of combination of dimensions and further to be useful for evaluation of the educational philosophy “establishing morality and cultivating students” in middle school.

2.1.The Analysis on the structural elements of “establishing morality”

“Establishing morality” explains the process of setting morality on the basis of different hierarchies from the low level of hierarchy to the high level of hierarchy[5]. According to this, this paper divides morality into four hierarchies which stands for four stages of morality among which the lowest stage is moral awareness (MA), the second stage is moral emotion (ME), the third stage is moral will (MW) and the fourth stage is moral behavior (MB). Moral awareness denotes the cognition of ethical rules. Moral emotion denotes the affectional feeling of love or hatred, preference or disgust for the ethical responsibilities. Moral will denotes the spirits of overcoming difficulties to fulfill ethical responsibilities. Moral behavior denotes taking actions of ethical significance. There is a progressive relationship from the low level to the high level among the four hierarchies of “establishing moralities”. Moral awareness is at the lowest level whereas moral behavior at the highest level. The higher level is on the premise of the lower level. It can be understood that moral emotion is based on moral awareness, moral will is based on moral emotion and moral behavior is based on moral will. Moral awareness is most basic to the other three hierarchies. Concretely, the formation of moral emotion needs moral awareness, the cause of moral will needs moral emotion and the moral behavior is resulted in moral will[6]. It nevertheless should be pointed out that the four hierarchies are not the absolute relationship among one others but the cross relationship. In other words, the lower level of hierarchy doesn’t have an effect on just the single higher level of hierarchy but on several levels of hierarchies. Or the higher level of hierarchy is affected not only by the single lower level of hierarchy but also by the several levels of hierarchies. For example, moral awareness doesn’t only work on the upper hierarchy moral emotion but also on the the higher level of moral will. The moral will is not only functioned by moral emotion but also by moral awareness. It is the

same relationship between the level of hierarchy of moral behavior and the other three levels of hierarchies. As depicted in the Figure 1, the four levels are interlinked mutually.

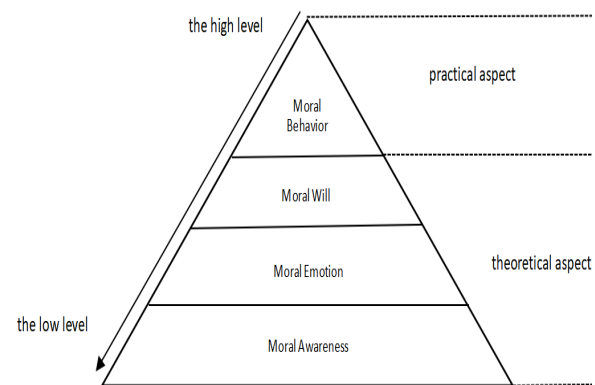


Fig. 1. The four levels of hierarchies of the structural elements of “establishing morality”.

As demonstrated in an equation (1):

$$e=f(MA,ME,MW,MB) \quad (1)$$

In this equation, e , MA , ME , MW and MB respectively represent establishing morality, moral awareness, moral emotion, moral will and moral behavior. In summary, the morality is divided into four moral levels including the level of moral awareness, the level of moral emotion and the level of moral will. It is the relationship as follows: there is the interrelationship among the four level of hierarchies among which the most basic level of hierarchy is moral awareness and the top level of hierarchy is moral behavior. The four levels of hierarchies composing the structural elements is the process of moral formation of moral education from superficial layer to deep layer.

2.2.The Analysis on the Structural Elements of “Cultivating Students”

As known from the analysis on the structural elements of “establishing morality”, the four levels explains the process of moral formation of moral education from the first level last to the four level of moral behavior. The first level to the third level show more apparently the theoretical analysis on the process of moral formation and the fourth level namely the top level the practical analysis. Moral behavior is the outward expression of moral awareness, moral emotion and moral will. The deeper understanding of the level from the first to the third improves the fourth level. Enhancing moral behavior practice the moral will, strengthen the moral awareness, and deepen the moral emotion.

By and large, “cultivating students” is more in relation to the practice of moral education. “Cultivating students” is the process of applying the levels of hierarchies of the first, the second and the third to the fourth level of hierarchy[7]. This means that “cultivating students” puts the students’ moral behavior to use of the hierarchies of the moral awareness, the moral emotion and the moral will. Concretely, moral behavior is

manifest on the three levels of hierarchies. That is to say, the moral behavior can be divided into different levels of hierarchies from the low level to the high level. To be precise, the moral behavior based on the level of the moral awareness corresponds to the lowest level of the moral behavior, the moral behavior based on the level of the moral emotion corresponds to the second level of the moral behavior and the moral behavior based on the moral will corresponds to the highest level of the moral behavior. The moral behavior is broken down into different levels of hierarchies corresponding to the moral awareness, the moral emotion and the moral will. It is known that the practicality of “cultivating students” is reflected on the different levels of hierarchies of the moral behavior. The moral behavior hierarchically consists of the moral awareness, the moral emotion and the moral will. As seen from the Figure 2, the levels of moral behavior are decided by the levels from the first level-moral awareness, to the second level-moral emotion to the third level-moral will. The analysis on the hierarchies forms the analysis on the structural elements of “cultivating students”.

As demonstrated in an equation (2):

$$MB=f(MA,ME,MW) \quad (2)$$

The dependant variable MB is affected by the independent variables MA,ME,MW.

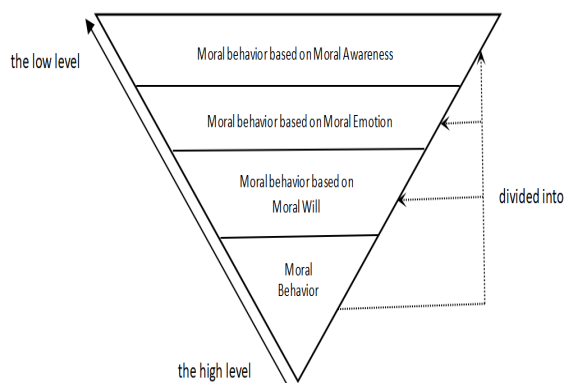


Fig. 2. The levels of moral behavior based on MA, ME and MW of the structural elements of “cultivating students”. (MA is the moral awareness, ME is the moral emotion, MW is the moral will and MB is the moral behavior).

2.3.The Analysis on the Middle School Students’ Characteristics of Moral Education

The middle school students should receive moral education according to their own characteristics of personalities. They are in the days of moral formation with the easily being formed morality in which the moral education plays the more important role in educating them than the adults. It means that in the process of applying “establishing morality” to “cultivating students”, the students’ characteristics of morality must be weightily considered for their moral education. In combination with the analysis on the structural elements of “establishing morality”, the middle school students’ characteristics of moral education is revealed in their levels of hierarchies of morality[4]. The middle school

students’ morality is mainly on the level of moral awareness and the level of moral emotion. It is known from the Figure 3 which shows the analysis on the link between the Figure 1 and the Figure 2 that the moral behavior decided by the moral awareness, the moral emotion and the moral will is guided by the different levels of morality. As for the middle school students, the moral education divided into the level of the moral awareness, the level of the moral emotion and the level of will is applied to the different levels of moral behavior. In terms of the application of the middle school students’ moral education, the levels of their moral behavior are based on their moral levels. Basically, the middle school students’ moral education is the improving process of moral level from the moral awareness, the moral emotion and the moral will. In the process of the middle school students’ moral formation, the moral education should target at the moral levels. For most middle school students as the young aged people their moral education should be aimed at their moral levels in order to help them improve their moral behavior.

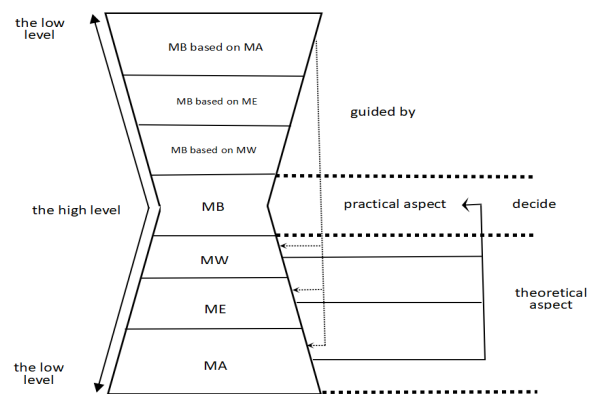


Fig. 3. The application of the moral level to MB based on MA, ME and MW.

3.The analysis on the structural elements of applying “Establishing Morality and cultivating students” to english teaching in middle school

Moral education as an integrated part of education is practiced throughout the middle school students’ education. For the part of discipline, all the subjects teaching including English teaching should function in the moral education for the middle school students[8]. From the preceding analysis on the structural elements of “establishing morality and cultivating students” and the analysis on the middle school students’ characteristics of moral education, the structural elements of the moral education in English teaching are certainly selected according to the moral levels.

The selection of the structural elements of the moral education in English teaching is analyzed by the combination with the moral levels from the moral awareness, the moral emotion and the moral will and English teaching[9]. To set the structural elements of the moral education in English teaching is closely related to the moral levels. The analysis on the middle school

students' moral levels applied to English teaching is useful to playing the more effective role in the middle school students' moral education[10]. Every moral level is decisive to the structural elements of the moral education in English teaching corresponding to the moral level. It must be stressed that the structural elements cover a very wide range in which increasingly more factors is to be taken into account for different research[11]. Here are some exemplary factors contained in the concrete structural elements as follows which can be seen in the Table 1 as an example for interpreting the analysis on the structural elements of the moral education in English teaching in middle school.

Table 1. The Structural Elements of the Moral Education in English Teaching in Middle School.

| The moral level | the Structural Elements of the Moral Behavior Corresponding to the Moral Level |
|--|---|
| the first level-the level of moral awareness | the awareness of recognizing or distinguishing between the unmoral words and deeds in English teaching |
| | the awareness of complying with the language rules in English teaching |
| | the awareness of overcoming the difficulties of learning English |
| | |
| the second level-the level of moral emotion | the emotional trend towards encouraging or identifying with the good morality in English teaching |
| | the cultivation of patriotic emotion through English teaching |
| | the improvement of cultural confidence through English teaching |
| | the understanding and tolerance of different cultures through English teaching |
| | |
| the third level-the level of moral will | the strong will of refusing to the unmoral words and deeds |
| | the practice of the responsibility for overcoming the difficulties to carry out the moral obligation through English teaching |
| | the spirits of doing well in coping with the relationship among self and friends among self and relatives among self and respecting other people |
| | |
| the fourth level-the level of moral behavior | the moral behavior corresponding to the moral levels from the level of the moral awareness, the level of the moral emotion to the level of the moral will |

As a matter of fact, to set the structural elements of the moral education in English teaching in middle school is to subdivide the moral level into the elements of the middle school students' moral education in English teaching. Under the circumstances, the middle school students' moral education is not only on the theoretical level but also on the level of operation.

4. Conclusions

As an educational philosophy, "establishing morality and cultivating students" is merged into the moral education

for the middle school students. The moral education is certainly merged into the subject teaching for improving the efficiency of the moral education in middle school. It is of great importance and significance for the subject teaching to work in the moral education in middle school. One is because that subject teaching is throughout the process of the middle school students' education in which the process of moral education cannot be separate from subject teaching. The other one is because that the teaching very closely connected with the concrete subject is operational for applying "establishing morality and cultivating students" to the middle school students' moral education. It is also because that the educational philosophy "establishing morality and cultivating students" becomes more targeted when correlated to the moral level based on the analysis on the middle school students' moral characteristics. English teaching as a compulsory subject teaching in middle school should naturally be used to play the operational role in the middle school students' moral education.

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