

LITERATURE AND VALUES

The encouragement and development
of the adolescent moral conscience in
the classroom.

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OUTLINE

- The Moral Conscience
- Literature and values
- Activity and discussion

Larry Nucci

Education in the Moral Domain

- «Perhaps the most powerful and important part of these research findings for educators in pluralist democracies is that the domain of morality is structured around issues that are **universal** and **non arbitrary**. The core of human morality is a concern for **fairness** and **human welfare**. Thus, there is a basic core of morality around which educators can **construct** their **educational practices**...» (Nucci, 19).

Ángel Villarini Jusino

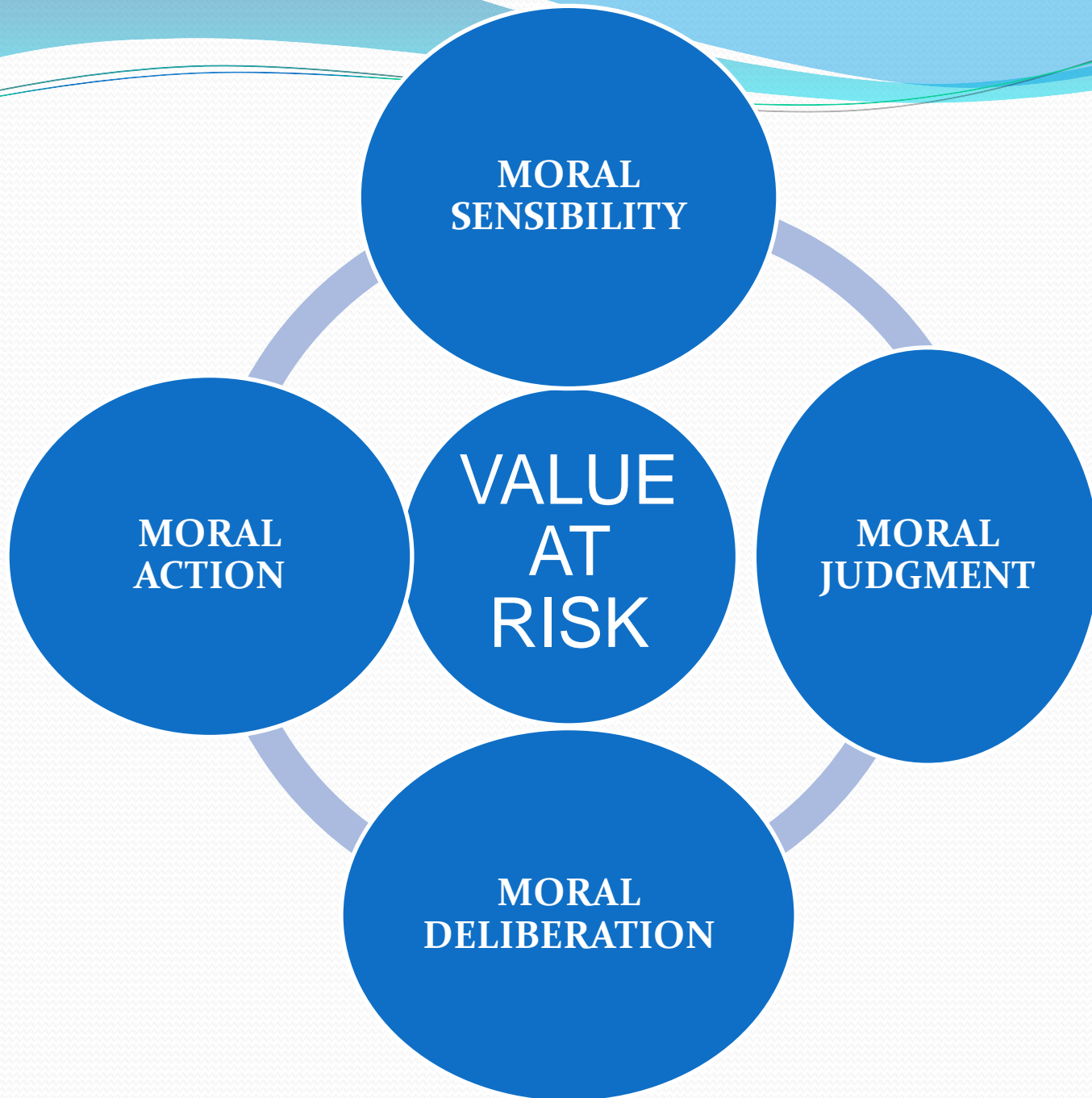
- Doctor in Philosophy and author of “Short stories and values. Literature to encourage the development of the ethic and moral conscience”.
- Prologue: “The development of the moral and ethic conscience as a goal in education. Guidelines for the classroom”
- Villarini Jusino designed a methodological system to encourage the education in values and develop the moral conscience of adolescents students.

Villarini Jusino's definition of MORAL CONSCIENCE

- «The conscience is “something” that manifests itself like an **interior voice** that perceives us and talks to us about what we observe, about what we feel and about what we should do and what we do; all in accordance to **an ideal** of what our behavior should be. When that ideal refers to a **group of values**, norms, principles, etc. of moral character, in other words, when they relate to criteria that distinguishes the **good and just** from the **bad or unjust** then we are referring to the moral conscience”(Villarini Jusino, 26).

MORAL JUDGMENT

- «Recognizing, judging, reasoning and acting in a moral situation is the **awareness** that there are **values at risk**: the value of justice, the value of solidarity or the value of the dignity of a person » (30).



MORAL SENSIBILITY

- Identifies the **moral values** involved in a situation.
- **Empathizes** with the persons and the way they are being morally affected.
- Establishes a **hierarchy** of moral values as a guideline to make moral decisions.
- Demonstrates **satisfaction** with the action chosen and taken.

The development of moral sensibility

- «To have a moral conscience means to acknowledge and perceive **cognitively** and **emotionally** that we are surrounded by “**others**” that have needs and sufferings to whom we are not indifferent because in some way we are affected, preoccupied and hurt by their situation. The **root of the moral conscience** is the moral sensibility that leads us to identify and feel with others; and live the other’s pain as our own.» (Villarini Jusino, 27).

MORAL JUDGMENT

- The moral conscience implies a moral judgment or **moral imperative** that reinforces the **obligation** or duty and prescribes a behavior according to what moral sensibility has enlightened.

MORAL DELIBERATION

- What course of action is the appropriate to do the good?
- As I ask myself this question I avoid taking an immediate action in order to **think**.
- I enter in a **dialogue** with **others** and **myself** to convince myself of what is the **best course of action**.

MORAL ACTION

- Once I am convinced of what course of action is right, then I should have the will to act.
- How involved and committed you are to act is only proved by what action you take, and that is to have a moral conscience.

Having a moral conscience means...

- I have the **sensibility** to notice what moral value is at risk.
- I become **aware, hurt and bothered** of witnessing an injustice or dishonest act.
- I **register** that and it **affects me** emotionally.
- What gives me the sensibility to that are the values, **through values** is that we become **sensitive to the world**.

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Education in the Moral Domain

How?

- SCHOOL
- LITERATURE AND VALUES
- TEACHER

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Education in the Moral Domain

- **SCHOOL** offers opportunities for students to broaden their exposure to potential role models through literature and history.

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- **LITERATURE** gives the students the opportunity to **evaluate** the personal **qualities of a character** with whom he does not subsequently have **to interact**. In this way, the student can assume a **critical stance** toward the model without fear of alienating the person» (Nucci, 207).
- «As we have learned from cognitive psychology (Kohlberg 1966, 1984), children do not passively adopt the behaviours exhibited by role model but, instead, **evaluate them** in relation to their perceived relevance and informational value» (Nucci, 207).

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- **THE TEACHER** should prepare **questions** for students to address.
- They should contain some **element of controversy**, in the sense that students might take **different positions** in arriving at their conclusions.

Nel Noddings, *Educating Moral People*

How?

- AROUSING SENSIBILITY
- LITERATURE AND VALUES

Nel Noddings, *Educating Moral People*

- «The object is to **arouse sensibilities**, to get students to think and feel **beyond the facts**, to reach for what all this means for their **own lives** and the lives of **others**.

Nel Noddings, *Educating Moral People*

- The **teaching of literatures** provides a wonderful opportunity for the discussion of **moral sentiments**. Portraits are painted vividly: of faith, constancy, unselfishness, greediness, shiftiness, cruelty, cleverness, shame, regret...» (138).

LIVING VALUES EDUCATION

LOVE

HAPPINESS

PEACE

HONESTY

RESPONSIBILITY

UNITY

COOPERATION

HUMILITY

LIBERTY

RESPECT

TOLERANCE

HAPPINESS

- www.livingvalues.net

Conclusions...

- Literature presents you with all the values that you should try to imitate or reject.
- The teacher is the one to take advantage of this tool to arouse the sensibility of the students to these values.
- The awareness and reflection about these values is what will develop the moral conscience of the student.