

Importance of Ethics in Higher Education

KODARI KRISHNA PRASAD

Lecturer in Education, Lal Bahadur College of Education, Warangal

Abstract -- Today, ethics has an important place in all areas of life. Education is also a fundamental process of human life. Therefore, in education ethics has a very important and effective role. In order to be a good human, ethics should be placed as a course in educational system. In this paper, it will be discussed the ethics education in schools. In doing this, it will be also discussed why teaching ethics is important in education. Before discussing this issue, it is necessary to define what ethics is and what education is.

Indexed Terms: education, ethics value education, education system

I. INTRODUCTION

In our present age, ethics has an important place in all areas of life. Ethics has also become important in education, because education is a fundamental process of human life. Therefore, ethics is very important subject in education. We can easily reach all knowledge by technology. In education using technology reveals some ethical problems such as plagiarism. In order to understand the importance of ethics, ethics should be placed as a course in educational system. Before discussing this issue, it is necessary to define what ethics is and what education is.

Ethics is the most important and functioning branch of philosophy in today. In general, ethics is moral philosophy. The term ethics is derived from Greek term Ethos which means custom, character. It is related to our values and virtues. Therefore, our actions and our experiences in everyday life are the subjects of ethics. we have the capacity to think about our choices, so we are responsible for all our decisions and actions. In addition to this, it can be said that ethics is the study of what is wrong and what is right. Good-evil, right-wrong, virtue- vice, justice and injustice are some ethical concepts. Ethics is divided into two parts: theoretical ethics and applied ethics.

Theoretical ethics includes normative ethics, descriptive ethics and met ethics. Applied ethics refers to professional ethics.

II. ETHICS

Theoretical Applied (Practical)

- Normative ethics - Professional ethics
- Descriptive ethics
- Meta ethics

Normative ethics is the study of what makes actions right and wrong. Meta ethics is about the theoretical meaning and reference of moral propositions. Descriptive ethics is about facts. It examines ethics from observations of actual choices made by moral agents in practice.

Applied ethics examines the particular ethical issues of private and public life. Professional ethics is one of the important branches of applied ethics. In general, professional ethics can be defined as standards or codes to provide people to guidance in their professional lives. In general, there are four basic principles in ethical codes

- 1- Honesty
- 2- Confidentiality
- 3- Conflict of interest
- 4- Responsibilities

III. THE IMPORTANCE OF ETHICS

When I stress the importance of ethics in education, it constitutes the repository of their social and cultural values, and the medium of their historical memory. In common, usage multicultural education generally refers to education about different ethnic groups. As dialogue on cultural difference and education has spread to other nations, it has become more sharply focused on complex issues of identity, diversity, and citizenship. "The relationships between democracy, citizenship, and education cannot be treated in isolation from the question of multiculturalism."

Several vectors of globalization have converged to raise the topic of multicultural education to the level of public, or at least professional, debate around the world today. The increasing cross-national mobility of people and the transnational communication of ideas that took place in the twenty-first century have fed into the contours of diversity around the world. It has also led to international dialogue. With increased human mobility and increasingly thick networks of communication, the common social fact of unequal educational experiences and outcomes is increasingly the subject of transnational dialogue. Educators around the world are faced with new challenges of balancing local, national, and

Global norms and moral as well as ethical values in the process of educating children. While fostering sense of citizenship remains an important function of mass schooling, it is becoming less and less viable to do so at the expense of socializing children for their futures in a global society.

Schools should ensure multicultural perspectives are incorporated into all aspects of school life by: promoting diversity as a positive learning experience, incorporating multicultural perspectives across all learning domains, incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices, enhancing teachers' and students' intercultural understanding and cross-cultural communication skills. Teaching multiculturalism in the classroom is important. At the basic level, multicultural education provides a fundamental education for all students, with the purpose of eliminating discrimination because of ethnic origin and background.

By incorporating many cultures into the classroom, schools can celebrate diversity, learn about cultures around the world and raise awareness.

There are four steps to bring multiculturalism into each classroom:

1. Provide a basic education for all students – it means to keep in mind that there are stereotypes for international students. By understanding that you will be teaching students from many different walks of life, you will have won half the battle.

- IV. Therefore, do not favour or ignore international students specifically. You may feel like you should favor these students so you can teach them more, but it is important to treat all of your students, international or not, with the same respect and understanding.
2. Address language and cultural norms: dispel myths that are often associated with certain cultures; avoid using jargon while speaking; be willing to use multiple forms of communication to convey ideas; repeat and recap information; use visual aids for clarity; teachers encourages the usage of multiple modes of learning: including logical, mathematical, literate, kinaesthetic, music and spatial methods; active listening may also help when there is a moderate language barrier; reading material on cultural norms may also help with transitions. Gestures in one part of the world may not mean the same thing in others
3. Make it learning experience - if you have just a few international students in your classroom, the best way to integrate their new perspective into your classroom is to integrate their cultures into the curriculum as well. One of the best ways for younger students Includes incorporating fairy tales and folklore into the learning. Storytelling is a great way to have your students learn about new customs.
4. In connection with contemporary global issues in multicultural and globalized school environment, I would like to stress ethical and human approach. Humanity and human dignity are the terms used in moral, ethical, and political discussions to signify that a being has an innate right to respect an ethical treatment.
5. Young people must be able to measure current events against the yardstick of the principles of humanity, dignity and law and not just in terms of economic or political criteria; develop resistance to feelings of impotence and indifference and refuse to become hardened the face of complex and negative world events; develop tangible bonds of solidarity with the suffering or needy; develop the strength to reject acts which take account only of the end to be achieved and not of the consequences to themselves and others; to incorporate the minimum standards of behaviour to respect in the

event of conflict in the values handed down by official educational establishments, families and social authorities and in the rules of the society.

V. EDUCATION

In general sense, education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Etymologically, the word education is derived from the Latin Educe which means educate, train. Education is a process of learning and acquiring information. It means teaching and learning. Education affects on human mind, character and physical abilities. The history of education begins with the human history

itself. Education is also a way to become civilized human individuals and it maximizes human potential. Culture and cultural heritage can be transmitted by education, because the main occupation of man is to pass knowledge, skills and attitude from one generation to other.

In ancient Greece some philosopher's views of education such as Socrates, Plato and Aristotle contribute to the development of our present educational system. In general, they all believe that the purpose of education is that improve humankind. Socratic Method is still used modern educational practices. In this method, teachers ask some

questions to improve the intellectual abilities of students and students try to answer these questions by using their reasons.

Today's educational theories are based on the philosophies of these philosophers. Plato, who was the founder of Idealism, claimed that the aim of education was to develop individual's abilities to better serve society. He also was the founder of Academy, the first university of the world. For him both men and women had the right to have education. He claimed that there were different stages of education. According to him, education was a key element for a society.

On the other hand, Aristotle who was the father of realism believed that only citizens could be educated. He believed that educated person was fulfilled person. He defended theoretical, practical and technical

education. Education helps development of bodily and mental faculties.

In ancient Greece, education was seen as a function of the state and the aim of it is to serve the ends of state. Today, education also serves both the needs of state or society and citizens. Therefore, education is important for us. It builds character, gives knowledge and helps progressing of state. Education makes a man complete and it also plays an important role in developing society and state. Schools are basic frameworks of education. School helps children to become a good citizen and human being. This is possible only by ethical education, so teaching ethics in school is important.

VI. THE ROLE OF ETHICAL EDUCATION

Why Ethics is important and why ethics should be taught in schools? What kind of ethics should be taught in schools? In this chapter I will try to discuss this issue.

Ethics education can be divided into four stages:

- 1-Ethics education in family
- 2-Ethics education in school
- 3-Ethics education in university
- 4-Ethics education in business

In family, ethics education should focus on descriptive facts. Children observe their parents' (role models) ethical behaviour and they learn social facts about ethical behaviour.

In school, students learn what is right and what is wrong. This is a value education or character education. In educational systems, generally ethics is associated with religion. Therefore, instead of ethics course students take religious course. However, students should learn values clarification, and making ethical decision. In addition, school fosters to students become trustful, responsible, and just person. Ethics in school can benefit to this.

In university, ethics should be professional ethics. Only some students can take ethics course related to their professions in universities, because in universities ethics does not give as a course in all departments. This kind of ethical education provides students to realize what is right, make good decisions

about ethical issues in their professions. In addition, students learn evaluate different moral standpoints.

In business, people learn some ethical codes about their occupations. This kind of ethics tells how people should act in business life.

VII. PROFESSIONAL CODES OF ETHICS

1. Strive to tell the truth.
2. Take care in establishing the truth.
3. Be fair.
4. Always be ready to explain.
5. Do no harm.
6. Keep your promises.
7. Respect your colleagues, your students, and especially your opponents.
8. Sustain the community.
9. Guard your treasure.
10. Never be satisfied

VIII. CONCLUSION

In conclude, it can be claimed that education is also an ethical effort. Human beings can be either unfriendly or peaceful by education. The aim of ethical education is to provide people to make decisions by their free wills. You can teach norms easily, but you cannot teach easily to obey these rules unless you teach ethics. Therefore, teaching ethics has an important and necessary place in education. Students who graduated from universities may be well-

educated persons in their professions but it is not enough. Aristotle also says, "Educating the mind without educating the heart is no education at all." I may close my remarks by quoting:

In USA, a high school director sent a letter to his teachers every year for opening ceremony. In this letter, he says:

I am one of the people who escaped a concentration camp. I have witnessed things that no human being should have ever seen: gas chambers built by highly trained engineers, children poisoned by well-educated doctors, babies killed by experienced nurses, women and children shot and burned by people who were high school graduate and post graduate. Therefore, I suspect education. My request from you is: Help your

students to become more civilized human individuals. Your efforts should not generate educated monsters to become skilled psychopaths. Reading, writing, mathematics is only important when they help your children to become more human.

REFERENCES

- [1] Abbott, Andrew. (1983), "Professional Ethics" in the American Journal of Sociology 88 (5), pp. 855-885.
- [2] Aristotle, (1996), "Nicomachean Ethics", Classics of Moral and Political Theory, ed. By Micheal L. Morgan, Hackett Publishing Company: Indianapolis/ Cambridge. Aydın, I. EtikKültürün Geliştirilmesinde Eğitimin Rolü: Etik Eğitimi Politikaları, http://www.mta.gov.tr/v2.0/kurumsal_yapi/EtikKomisyonu/etik-liderlik/15.pdf
- [3] Bailey, Barrow, Carr and McCarthy (Ed). (2010), Philosophy of Education. London: Sage Publications
- [4] Barnes, J. (Ed). 1995, The Cambridge Companion to Aristotle, Cambridge: Cambridge University Press.
- [5] Davidson, T. (1900). Aristotle and the Ancient Education Ideals. New York: Charles- Scribner's.
- [6] Dunn, S. (2005). Philosophical Foundations of Education. New Jersey: Pearson. Gardelli, Alerby, and Persson (2014). "Why Philosophical Ethics in School: Implications for Education in technology and in General" in Ethics and Education, Vol. 9, No:1, pp. 16-28. Routledge: Taylor& Francis Group.
- [7] Ornstein, Allan C. & Levine, Daniel U. (1981) An Introduction to the Foundations of Education (2nd ed), Boston: Houghton Mifflin. Plato, (2000). The Republic, University Press: Cambridge.