

Moral Development I

Overview

Moral development is an important domain of total development. Morality or the sense of right and wrong has many components. These are the moral codes of each culture, religion, or society which must be learned. The individual has to exercise moral intelligence or reasoning when making moral judgments and selecting moral behavior. Behavior may be moral, immoral, or amoral.

Empathy, duty, self-reliance, justice and self control are values inherent in most codes.

The theories of sociobiology, psychoanalysis, social learning and cognitive development offer differing views as to how the individual learns to behave morally and develops a conscience.

Questions To Consider

1. What is meant by morality?
2. How does one learn to become a moral person?
3. Which behaviors are considered moral?
4. Which behaviors are considered immoral?
5. How is moral behavior different from moral judgment?

Vocabulary

Read these terms with their definitions before reviewing the program.

Amoral Behavior which grows out of ignorance of what society expects.

Ego According to Freud, that part of the personality considered to be the rational, conscious decision maker.

Empathy The ability to experience the emotions of another.

Immoral behavior Behavior that does not conform to social standards.

Justice The rendering of what is due or merited.

Morals The standards of right and wrong that are dictated by one's culture.

Moral behavior The degree to which an individual conforms to the morals that have been established by the larger society or group within it.

Moral codes Rules which communicate how individuals should act in various settings.

Moral intelligence The level of the child's ability to make decisions about conduct.

Moral judgment The decisions one makes to conform or not conform to the moral code of one's society.

Objective morality Evaluation of facts based on consequence with no allowance for intention.

Self-control The ability to control one's impulses and to delay self-gratification.

Subject morality Evaluation of acts based on rules of society but also considering the intent of the person.

Superego In Freud's theory, this subconscious part of the personality-or-conscience- develops as the child internalizes parental values and standards.

Sympathy The capacity to be affected by feelings and experiences of others.

Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Define the following terms: morals, moral behavior and judgment, moral intelligence, moral code, amoral and immoral behavior.
2. Identify those values which are fundamental to most moral codes.
3. Describe the development of the conscience according to Freud.
4. State the sociobiological theory of moral development.
5. Describe the development of moral behavior according to the social learning theory.
6. Describe the relationship between moral and cognitive development according to Piaget.
7. Identify the three stages of moral development according to Kohlberg.

Self-Test

After studying the objectives and watching the video, take the self-test to check your progress.

1. Morals are standards
 - a. of right and wrong
 - b. determined by culture
 - c. both written in law and unwritten
 - d. all the above

2. The set of rules that tell us what is right and wrong and varies according to people and place is referred to as the
 - a. moral dilemma
 - b. moral judgment
 - c. moral code
 - d. all the above

3. The degree to which an individual conforms to the rules of society is referred to as
 - a. moral behavior
 - b. moral judgment
 - c. moral intelligence
 - d. moral reasoning

4. Tanya, age 18 months, takes a piece of candy at the supermarket without paying. Her behavior would be considered
 - a. moral
 - b. immoral
 - c. amoral
 - d. none of the above

5. Derrick, age 10 years, takes a piece of candy at the supermarket without paying. His behavior would be considered
 - a. moral
 - b. immoral
 - c. amoral
 - d. none of the above

6. Decisions made to conform or not to conform to the rules of society are known as
 - a. moral judgment
 - b. moral behavior
 - c. moral intelligence
 - d. all the above

7. The level of the child's ability to make decisions about behavior is referred to as
 - a. moral judgment
 - b. moral behavior
 - c. moral intelligence
 - d. all the above

8. List five major values that are universally accepted as standard behavior

1. _____
2. _____
3. _____
4. _____
5. _____

9. Select three of the values you listed above next to each list two related values.

- | | |
|----------|----------|
| 1. _____ | a. _____ |
| | b. _____ |
| 2. _____ | a. _____ |
| | b. _____ |
| 3. _____ | a. _____ |
| | b. _____ |
| 4. _____ | a. _____ |
| | b. _____ |

10. Describe the development of the conscience or superego according to Freud.

11. State the point of the sociobiological theory of moral development.

12. Describe the development of moral behavior proposed by the social learning theory.

13. Moral judgments are made differently by older and younger children. Place a number 1 or 2 next to the statement if it is made by a younger or older child.

1. child under 7
2. child over 7

- ___ a. The boy who broke the most cups is wrong
___ b. The boy who wanted the cookie was wrong because he did the wrong thing
___ c. The boy who set the table was not wrong because he was only trying to help
___ d. It doesn't matter that the boy was trying to help, he broke the most cups.

14. Next to each stage of moral judgment according to Kohlberg list the two stages of each

1. Preconventional

- a. _____
b. _____

2. Conventional

- a. _____
b. _____

3. Postconventional

- a. _____
b. _____