UTILIZING STORIES IN TEACHING ETHICAL CONTENTS OF THE SUBJECT CITIZEN EDUCATION

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Abstract. It is extremely significant to inspire students in teaching generally and teaching Citizen Education particularly. The research paper considers stories as a means to make teaching ethical contents in Citizen Education much more attracting, closer and more understandable. In details, strengths of stories for use in teaching ethical contents at school are clarified. More importantly, this paper explains pedagogical measures and requirements to assist teachers to utilize stories effectively, ranging from selecting stories (appropriate with content, subject; brief, succinct), designing story bank to organizing activities to use stories in lessons. It is noted when organizing activities to use stories: purposes (leading in, discovering or testing, assessing); forms of telling stories; emotion; developing learners' competence; combining with other methods....

Keywords: Stories, utilize stories, ethics, citizen education, means of teaching and learning.

1.   Introduction

Thanks to the cause of basic and comprehensive innovation in current education, innovation in methodology is a natural demand for teachers, in general and teachers of Citizen Education, in particular. In order to obtain objectives of teaching and learning, teachers of Citizen education consistently apply a variety of methods to carry out lectures. Whereas, basing on typical features of ethical contents in junior and senior secondary schools, using stories as a means of teaching and learning is a large preference. A study by Nassbaum (1990) shows the importance of storytelling as an effective method in developing moral imagination [1]. According to research results of Alna (1999, some proponents of storytelling and story book reading believe that,storytelling and story reading may have considerable potential as an educational tool [2]. Story is like a catalyst to create attraction for lessons and arouse inspiration for pupils. The attraction stems from the plot of the story, circumstances, contradiction arising and measures to situations through teachers' ways of telling stories. Pupils are always attracted by stories; stories bring ethical contents to pupils through stories is considered one of the mode of education which brings about high effectiveness. Kweh, Soon &Han (2016) think that, the power of storytelling captures people's attention and imagination adequately to cause a change in the undesired conduct and instill the desired value. Stories have both entertainment and educational values to transmit information, inculcate and preserve cultural, religious,moral and character values to a younger generation [3]. Through artistic images, stories will affect pupils' emotion, assisting them to turn knowledge into faith, shaping

habits of implementing moral behavior naturally. Storytelling and story reading methods are capable of fostering moral values such as helping, loving and well-behaved (NadarajanThambu, 2017) [4]. At the same time, stories open up pupils' knowledge besides compulsory knowledge of the lessons, which aids them to understand the lessons quickly, engrave on their memory and memorize the knowledge for longer term.

2. Content

2.1. Preferences of stories in teaching ethical contents of Citizen Education subject

Firstly, stories are preferred in concretizing moral knowledge.

Different from concrete features of ethical behavior at Primary School, moral contents at Junior Secondary School are extremely general and abstract. Lessons are associated with such definitions and categories as patriotic, human, studious, honest, responsible; moral relationships in families and the society. That typical feature makes teachers care about supportive means during their teaching and learning with proofs, illustration and these abstract contents are concretized and made closer. In fact, stories are regarded as one of the preferential means to reflect moral relationships.

Secondly, stories contribute to orienting ethical behaviors for pupils in reality.

Although stories are about plants, flowers and animals, they are always specific depiction of the relationship between people and people, people and nature through concrete life situations clinging with characters' behavior and action. Thus, while being utilized in teaching and learning, the contents of knowledge from the subject will be made specific through the system of stories, which are displayed in the behavior of each character.Analyzing and judging whether it is right, wrong, true, false, good, cruel in behavior of each character is also a road to orient students' ethical behavior in reality. Final goal of teaching ethical contents is not only to define categories but also real actions that pupils will implement, good characteristics and vitues of future citizens. Hence, stories not only meet the need of illustrating issues but also directly train students' competence of implementing ethical behviors in real life.

Thirdly, stories create the environment for pupils to experience moral values.

Contents of knowledge in the ethics part of the subject Citizen Education direct pupils to fundamental human ethical values including such personal characteristics as diligent, patient, economical, courteous, respecting law, grateful, polite, delicate, simple; living responsibly: active, self-aware in group and social activites, unite, helpful, ethical and disciplinary, preserving and promoting good tradition of nuclear and extended families; living with love (sociable, respectful and loving to other people, loving family, hometown, homeland, fellow-human being, nature); self-controlling oneself (honest, self-reliant, working with self-awareness and creativity). These can be considered universal, positive, updated living values which are necessary for each citizen in the contemporary society. When stories are utilized by teachers, pupils will be put into the shoes of characters in order to express views, thoughts, solutions if they were characters in the stories. After experiencing genuine ethical situations, pupils are able to adjust their actions to adapt with the knowledge educated. That assists pupils to recognize bad actions to adjust and good ones to promote. All in all, the process of teaching ethics is the process of educating, rearing and developing necessary human moral values for pupils, aiding them to perfect their own personality step by step and become useful people for their families and society.

Besides, every action, activity of people in any field, scope is associated with and can be judged in terms of ethics. Therefore, knowledge in the lesson seems to be in line with most views, thoughts and actions of people in daily life. As a result, during the process of teaching,

teachers should lead pupils to activities, encourage them to participate in dealing with problems, practical situations which are close to life. Through these activities, pupils will be able to achieve experience so as to gradually form and create stability for their living value system. This typical feature requires and opens up prospects for the idea of integrated teaching of contents belonging to different subjects, especially social and human sciences (literature, history, etc) and necessity of promoting, exploiting knowledge system which was equipped in previous classrooms and their experience, real-life one. Exploiting system of means, literary and historical materials, among them stories are of the ways which assist pupils to see universalization, progress of personal values, ethical life standards in relation with other individuals and social community.

Fourthly, stories contribute to establishing, maintaining emotion and interest in acquiring ethical knowledge.

Establishing and maintaining emotion, interest in learning generally and learning ethical values particularly are essential. Emotion is a factor contributing to success of a lesson. For pupils, stories are always speacially appealing to new stories linked with specific situations in life, which are appropriate for their age. Goal of a moral lesson is not only knowledge but more importantly, forming beliefs and training actions and behaviors which are suitable with general social ethical standards. Thanks to this feature, the goal can be reached if teachers create self-conscious inner changes for pupils. In order to turn the changes into reality, the process of teaching needs to specially emphasize emotion factor through art similes. That strongly impacts emotion, which turns knowledge into cheer and habits of implementing ethical actions naturally.

To sum up, it can be seen obviously that using stories while teaching ethical contents in the subject of Citizen Education is extremely necessary. It is vital means helping teachers to obtain objectives of teaching process fascinately, gently, practically and closely.

2.2. Several requirements for using stories in teaching ethical contents of the subject Citizen Education

2.2.1. Requirements in building a bank of stories

Bank of stories is the system of stories accumulated, arranged basing on purposes so as to serve teaching the subject of Citizen Education. Building a bank of stories is of great influence on ensuring success of designing lesson plans, implementing and organizing teaching and learning in class. As stories are varied and numerous, in order for them to prove all their potentiality and meet the need of teaching process, it is essential to establish a bank of stories for objectives and contents of lessons. Consequently, phases of the procedure of utilizing stories will be more convenient. To own a quality bank of stories to serve the teaching process, no other way is better than requiring teachers to spend energy, time collecting and editing. Although this job is hard, promoting values of the means of teaching is more and more noticed and appreciated; then, effectiveness which is brought about is more obvious. Moreover, bank of stories is more effective when it turns into a common system for teaching activities. This is a pivotal resource for teachers to exploit and use; during the process, stories are always further complemented and fully worked out.

2.2.1.1. Requirements for selecting stories

Selecting stories is the first step of building a bank of stories. This act sets forth teachers several requirements as followed:

First of all, stories chosen must be appropriate with content of the lessons.

Moral lessons in the subject of Citizen Education provide pupils with necessary fundamental knowledge and skills belonging ethical category, behavior, politeness and reason in life. Thus, selecting stories to use them in lectures must be suited with content of each lesson.

When choosing stories, teachers need to care about content of the lesson as the first criterion. Each lesson needs a number of stories suitable for requirements of content of knowledge which is essential to convey, qualities and competence to shape for pupils. It is avoided to use stories with content that does not reflect fundamental units of knowledge in the lessons, does not contribute to forming qualities, competence for pupils. At that time, stories are not put into effect; on the contrary, they waste time and energy of teachers' and students', hence the means of teaching turns out to be useless. Steming from this characteristic, teachers should be much flexible. It is not overstated to say that, teachers' choosing stories appropriate with lessons is artistic, which reflects their competence.

Secondly, stories selected must be suitable with learners.

Pupilsare experiencing the process of physical and psychological development. Their bodies are changing physically; their psychology, thinking and emotion start to fixatively change to perfect personality of a mature person. The change is depicted through: characteristics of learning activities at school, intellectual development, shaping new relationships, communicative activities, forming awareness, shaping emotion of their age.

Pratical facts of teaching show that, the knowledge that arouses in pupils positive strong feelings will be acquired more quickly and sustainably than that they neglect or do not express any special attitudes towards. Sensitiveness with new impression of life is an outstanding characteristic in pupils' emotional life. They begin using act of reason to handle issues pointed out. Therefore, when collecting and utilizing, teachers need to take appropriateness of stories with pupils' physical and psychological features into consideration. Teachers should encourage their ability of linking with reality by using popular stories in daily social life for their better looking back and deeper understanding of the lessons. Teachers need to make use of the stories which are sharp with genuine people and things to affect pupils' process of awareness.

Teachers should care about pupils from different grades. Pupils of Junior Secondary School are different from those of Senior Secondary School. At Junior Secondary School, pupils of grade 6 have different physical and psychological characteristics from those who of grade 9. Despite the fact that differences are not completely clear, it is apparent that pupils of grade 6 and 7 have similar physical and psychological characteristics with those of primary school as they have just graduated from this school; pupils of grade 8 and 9 who are at the beginning year of teenagers have experienced certain changes in thoughts and actions. At Senior Secondary School, pupils of grade 10 possess different physical, psychological characteristics and awareness. Hence, it requires teachers to notice how to utilize stories for lectures appropriately.

Thirdly, stories selected should be short, succinct with pure words.

Within limited time of a period for phases of procedure of a lecture, using stories should be short, succinct, understandable and easy to acquire. The stories to tell must be mastered by majority of the pupils the core contents. At that time, lessons included in, messages to convey and moral values to withdraw will be expressed clearly to implement their educational duties. The stories that are brief with adequate information and illustrate messages always attract pupils to listen carefully, feel and deeply comprehend; simultaneously, these stories are suited with a period of 45 minutes. After each story, not only characters are attractive, circumstances are thorny but what remains in pupils' mind is more important. Stories to be told in education need to be thoroughly chosen with beautiful words, human content so as that Vietnamese is kept original. As well, stories should have length appropriate with time allowed for a period. Additionally, there should be fascinating circumstances in stories to inspire pupils; boring stories should be avoided since these ones distract pupils, not to follow the contents that teachers convey. Therefore, each story which is told in the right way is a means with messages

included and meanings supported for the lesson. Teachers should specially note this idea to make most use of effectiveness of telling stories in lectures.

2.2.1.2. Requirements for designing a bank of stories

From accumulating stories of different resources to the phase of owning these stories, it is necessary to edit, deal with, classify them basing on specific criteria; to the phase of building questions to exploit contents, meanings of stories. Then, stories are included in the process of teaching ethical contents of the subject Citizen Education as a means, measure of teaching and learning with thoughtful and systematic preparation. For the convenience of using stories, teachers will have their own designs with typical ideas for the bank of stories; hereinafter are some suggestions:

Firstly, establishing convention parameters.

Establishing convention parameters assists teachers to easily accumulate, classify and group stories. This is compulsory requirement of the process of building a bank of stories as without following these convention parameters, stories which are collected are separated; in another word, they are considered a collection of srtories. Convention parameters consist of some titles as followed: name of the lesson, name of the story, content to be reached, meaning, form of expression, materials, supportive equipments.

Secondly, accumulating and editing stories.

The phase of accumulating and editing stories are of great importance in the process of building a bank of stories. From numerous resources, "input materials" are varied, which facilitate wide choice of story sources such as: books, newspapers, journals, coursebooks, guide books, teacher's books, reference books, workbooks, teaching and learning materials. With these resources, forms of expression are numerous, ranging from stories with words, poems to pictures, photos and extracts of films. A variety of stories and forms of expression requires teachers to classify, investigate contents, discover symbol meanings which reflect ethical contents, in order to see "linking string" between stories and content of certain lessons in the curriculum. So as to make stories in the bank available for use in lessons, teachers need to implement these essential following acts:

- Determining satisfactory degree of stories towards objectives of ethical contents in the subject Citizen Education. This step is to remove the stories which are too lengthy, which do not satisfy basic unrepairable criteria.

- Editing meanings, messages of stories.

Teachers had better discover and edit meanings, messages of stories to arrange them into specific parts of the lessons belonging to ethical contents of the subject Citizen Education.

Building a bank of stories is challenging as each step requires teachers to be meticulous, cautious while selecting each story, each detail to fit well with objectives and requirements of lessons. Building a bank of stories which ensures quality and open (choose and replace) contributes much to success of telling stories process of teachers.

2.2.2. Requirements in telling stories

Firstly, determining goals of telling stories in the process of teaching and learning.

When utilizing stories in teaching ethical contents, teachers need to make a specific plan for a period. That stories are used for which purpose, in which phase is an issue to be calculated. In details:

Telling stories to create a lead-in situation for thinking: Teacher tells stories to lead in the content of the lesson or when the lesson starts in order to inspire pupils and exploit their previous experiences. In this case, teacher utilizes the story to make up a situation for thinking

to encourage pupils investigate and think by themselves in order to handle the problem which was put forward. Telling stories, then, is more effective, avoiding modelling and dryness as before. At the same time, surprise is created, which attracts learners' more attention in the lesson.

Telling stories to illustrate content of knowledge: Telling stories is to illustrate, clarify content of knowledge to aid pupils to master knowledge of the lessons more easily. Stories are utilized to replace the fact of using theories to explain the knowledge in the lesson. However, results of that issimilar to teacher's explanation.

Telling stories to build tasks of awareness, testing and assessment: Stories are considered as a way to build tasks of awareness, testing and assessing pupils' learning results. This aims at revising knowledge which was conveyed to learners. The way of testing and assessment through stories tends to be gentle, which helps learners to self-control themselves better while accomplishing the tasks. Results of testing and assessment make teachers review results of utilizing stories in teaching in order to prove achieved points and repair points which have not been done well.

All in all, while teaching contents of moral lessons, it is up to their purposes, teachers have different ways to use stories. When teachers most exploit stories in teaching, positive sides will be seen. Moreover, efficiency of contents of ethical knowledge which needs to be transferred will be improved.

Secondly, bring into play pupils' activeness.

Process of teaching and learning consists of two activities: teaching and learning. Activeness of teaching and learning process is not only related to active activities of teachers but also effort of learners. Activeness of learners depends a lot on activeness of teachers' methods of teaching. Teaching and learning are only effective and of high quality when there is close and reasonable cooperation between teachers and learners; whereas, teachers play key roles, learners play active, self-reliant, self-awarerolesso as the process of teaching and learning turns into homogeneous and cooperative between teachers and learners intellectually and practically in the most fascinating way. It means that every pedagogical activity has to meet the need of developing positiveness, activeness, creativity of learners. What is required is to ensure this principle in the phases from designing lectures to organizing awareness activities of pupils. Pupils' positiveness, activeness and creativity are showm specifically and obviously in the expectation of approaching, actively discovering and controlling knowledge in order to bring along new knowledge, understanding for themselves. This is directly related to learning motivation; determining right motivation can create passion, enthusiasm in learning, then self-awareness, activeness and creativity are actuated. Concrete symbols of positiveness are being ardent, active, self-aware to take part in learning activities; being keen on investigating, discovering new things and being able to adapt new knowledge into real life. Consequently, while using stories as means of teaching and learning in the process of teaching and learning moral contents of the subject Citizen Education, teachers should focus on pupils' physical and psychological characteristics, capability and awareness. After that, duties of learning are proposed in order that teachers deploy measures of pedagogical implementation most appropriately, such as: recommending, guiding, helping pupils to do the tasks by themselves.

Requirement for teachers while implementing this principle is to facilitate pupils to prove positiveness in approaching and handling situation in stories. Positiveness, activeness, creativity of pupils will step by step turn process of teaching and learning into process of self-study, self-research of pupils most naturally and effectively. In order to promote the role of this principle, pupils need to be masters of positive activities; teachers are only designers, organizers and guides. From then on, positive interaction in teaching and learning will be reinforced between

teachers and learners, learners and learners. Through each story to be told, pupils are given opportunities to observe, discuss and deal with the problems which were put forward, adapted in real daily life creatively basing on each pupil's competence. Each story utilized in the lesson consists of one or more messages; thus, it contributes to proving pupils' positiveness. Besides promoting positiveness, activeness and creativity, pupils are able to train a number of skills, form and develop a lot of necessary competence such as: self-studying, self-controlling, handling problems, being creative, collaborating, communicating. Furthermore, if stories are utilized well in the phase of testing and assessing pupils, they will prove their creativity, activeness, positiveness. In this case, teachers need to select stories thoughtfully in designing and teaching moral contents of the subject Citizen Education.

Thirdly, guaranteeing the factor of emotion in the process of expression.

Theories and practical teaching and learning asserted the roles of forming and maintaining feelings are significant objective of learning process. Imagining that if pupils learn without emotion, no benefits or results can be obtained. When emotion is formed and maintained in the process of teaching and learning, reverse reaction of emotion will be more and more obvious and effective. As a result, pupils' inspiration is created, which is great motivation of teaching and learning process. The motivation will increase the source of energy for masters of artistic activities to create and uphold pupils' feelings of study. It means that, when utilizing stories, artistic feature should be ensured naturally. Since the system of stories is varied, numerous, teachers need to know how to choose the stories to satisfy pupils' aesthetic demand. When the demand is satisfied, it will be catalysis which assists pupils to approach and take up the knowledge most easily and interestingly.

Ensuring the factor of emotion for expression is one of the typical principles for exploiting stories in teaching and learning ethical contents of the subject Citizen Education, This principle is applied for teachers themselves and pupils in the process of utilizing stories in class. Simultaneously, it is the ensurance for artistic and aesthetic characteristics to be enforced. Telling stories in teaching and learning without art is like other stories told in daily life in any place to simply have fun and entertain without educational and pedagogical purposes. Stories themselves include in a variety of artistic factors; it can be considered that artistic values of stories are necessary condition, sufficient condition to bring about art most adequately is art in utilizing stories by teachers. In order to implement these requirements for a system of skills such as competence of telling stories, skill of exploiting contents, messages of stories are hiden after their simple words. Teachers who are not moved, emotional cannot perceive characters, circumstances in each story, do not completely comprehend and feel each situation of characters, each life in the stories, they cannot inspire pupils truthful feelings to turn into actions to speed up the process of acquiring knowledge. After that, improving the factor of emotion is pivotal requirement for teachers to use stories as means of teaching and learning, which mobilizes all other available resources to implement learning duties proposed by objectives of lessons and teachers. That process also shows us that: discovering new knowledge itself creates positive feelings for learners. It is catalysis to bring about inspiration for receivers and at the same time, create art for teachers' pedagogical impacts. Teachers have exploited and liberated all pupils' potentiality and clearly they are genuine "spiritual engineerss".

Fourthly, diversifying forms of expression for stories.

Diversifying forms of expression for stories is to improve effectiveness of receiving stories in pupils. That pupils are able to master core contents of stories, feel and deeply comprehend the most significant contents, circumstances is the first stage of important meaning. This is also one of the phases that create art for the process of using stories. That can be seen in ways to convey stories to pupils. In here, selecting a story which is exciting, attracting and suitable for the

lesson is necessary condition; art is also shown in the phase of taking stories to pupils (including teachers' art of telling stories).

If plot of the story is considered the inside content, form of expression is considered outside appearance of stories. A story can have a variety of expression forms. It is the variety of expression forms of storiesthat has contributed significantly to reinforcing effectiveness of using stories in teaching and learning. Selecting forms of expression for stories appropriate with lessons is done by teachers during preparation after deciding to use a story in a certain lesson; when considering compatibility and appropriateness between stories and contents of lessons, with pupils, sufficiently satisfying educational, aesthetic purposes while using them. Hereinafter are some popular forms of expression of stories: prose as form of expression; poems as form of expression; pictures and photos as forms of expression; films as form of expression

Fifth, co-ordinating using stories with methods of teaching and learning.

As a means of teaching and learning, stories are among basis for building system of learning duties such as: teacher says the duties, organizes the process of pupils receiving and dealing with learning duties to approach objectives of the lesson through different ways; then, stories are likely to become one of the factor available throughout the procedure. At that time, all teachers' teaching activities and pupils' leaning activities focus on this means of teaching and learning. In here, there is a common point that, whatever method to use, which is in line with support of stories, teachers have to make effort to exploit its role in the phase of putting pupils into situations to assign learning duties and hold activities utilizing stories to head towards the aim of acquiring knowledge and training skills. During the process of teaching and learning, stories are used together with some means of teaching and learning as followed: method of presentation; method of talking; visual method; method of suggestion…

3. Conclusions

Utilizing stories as means of teaching and learning ethical contents in the subject of Citizen Education is of extreme necessity. It is essential for its typical knowledge of the subject, for its good points of means of teaching and learning that is virtue and competence-oriented. In order to use stories effectively, it is certain that teachers of Citizen Education need to truthfully invest in accumulating, editing, building a bank of stories. To make this come true, teachers put stories into lessons naturally, flexibly, diversifies forms of telling: in prose, poems, pictures, videos; making sure of emotion factor in the process of telling stories; each story told should be exploited by system of questions for suggestion so that pupils discover, master knowledge and propose their own measures to the situations suitable with ethical standards to be headed towards. Though stories hold strengths in teaching and learning moral contents, the stories themselves can not stand alone; as a means of teaching and learning, stories are always used in accordance with presentation, visual, suggestion methods. Being in line with these methods, stories prove their roles.

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