

# Discussion on Teaching Effectiveness From the Perspective of Caring Ethics

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As a famous representative of caring ethics, Nell Noddings put forward caring ethics thoughts based on the critical inheritance of Martin Bubold, Gilligan, Kohlberg, and Dewey. This article explores the effectiveness of teaching under the perspective of care ethics. Through the introduction of the related concepts and basic characteristics of care ethics, it summarizes the enlightenment of care ethics for teaching effectiveness from the levels of schools, teachers, and students, in order to promote the classroom. The effectiveness of teaching provides a new perspective.

*Keywords:* Nell Noddings, caring ethics, teaching effectiveness, enlighten

## Introduction

As a famous representative of caring ethics, Nell Noddings (2011) stated in the opening chapter of his representative book *Learning to Care—Another Mode of Education*, “In this book, I discussed a new educational model. The main purpose of education should be to cultivate capable, caring, loving and lovable people. In order to achieve this goal, care must lead the school curriculum. Children should learn how to care for themselves as a material and spiritual combination. How to care about people around and far away, how to care about animals, plants and the earth, how to care about the material world created by mankind, and how to care about knowledge of various disciplines” (Noddings, 2011). Noddings is from the perspective of philosophy and history reflecting on the long-rooted patriarchal thoughts, starting from a female perspective, based on caring ethics, and centering on the educational purpose of “education students to learn to care,” it proposes its own unique and valuable propositions for the reform and development of the entire education field. She believes that the development of female psychological and moral judgments is quite different from that of males. Compared with men, women pay more attention to personal interpersonal relationships. They will try their best to avoid harming others in their interactions with others, and advocate caring and caring relationships. On this basis, Noddings combined his long-term teaching experience, innovatively combined caring ethics with school education, and carried out systematic research on caring ethics, providing a new perspective for the effective reform of current education and teaching work.

## Introduction to Caring Ethics Related Concepts

“Caring” has two basic explanations: One is to pay attention and pay attention; and the other is to care and worry. It means that someone or something is always taken seriously and cared for. Noddings believes that children should learn to care, learn to care about themselves as a material and spiritual combination, care about

people around them and those far away, care about animals, plants, and the earth, care about the material world created by human beings and various subjects' knowledge. The objects of "concern" range from self to others, and then to the world. In addition, because "people always live in a 'relationship,' any personal qualities also reflect the relationship between people and the world" (Martin, 2002). The caring relationship is a mutual relationship, and it needs the joint efforts of both parties to achieve it.

Noddings believes that there are two basic forms of care ethics: One is natural care, and the other is ethical care. "Natural care is a form of care that does not require ethical participation and stimulated" (Ban, 2005). The word "natural" emphasizes that this form of care is derived from the inner conscience and is the most true expression of emotions. It does not need to deliberately consider morals and ethics, but is a natural expression of love. In comparison, "ethical care" needs to be inspired by a sense of morality, which is an extension of "natural care." The good experience of caring based on "natural care" or being cared by others prompts people to realize "How should I do" and "How should I respond" to further stimulate "ethical care." It can be seen that natural care has laid the foundation for the occurrence of ethical care, and ethical care and natural care are complementary.

### **Basic Characteristics of Caring Ethics**

#### **Caring Relationship**

Noddings attaches great importance to caring and relational. She regards caring as a relationship and believes that this relationship allows us to notice both caring parties in the same caring situation. Therefore, when she talks about caring ethics, she focuses on the relationship between the caring person and the cared person. She believes that caring is not only a virtue and personal quality, but also a relationship. "Caring ethics emphasizes the relationship of caring. That is, when talking about caring, my focus is on the relationship between the caring person and the cared person" (Noddings, 2011). She wrote the book of *Learning to Care—Another Mode of Education* in this relationship, whether it is the caring person who pays attention or the cared person who accepts care, both are in an equally important position. If the cared person among them rejects the care given by the career, the caring relationship will die. That is to say, the establishment of a caring relationship requires the following two conditions: The first is that the caring person cares about the caring person without asking for return; and the second is that the caring person responds when they feel the concern sent by the caring person. Only by satisfying the above two points can a true caring relationship is realized.

#### **Caring Interactivity**

Caring is a kind of relationship, which exists between the caring person and the cared person. The establishment of caring relationship is inseparable from the interaction between the caring person and the cared person. The establishment of a caring relationship not only requires those concerned to pay their own "care" without asking for rewards, but also requires those who are concerned to recognize and respond to the "care" they feel. Therefore, the establishment of this caring relationship requires the concerted efforts of the caring person and the cared person. While the caring person gives care to the cared person, the cared person listens carefully and actively responds. Such an interactive relationship is the most basic sign of a caring relationship. On the contrary, if one of the parties in the relationship is unwilling to pay or respond to "caring," and then the caring relationship will disappear.

### **Continuity of Care**

Some scholars pointed out that any kind of educational activity cannot ignore the important principle of continuity. He believed that no matter what kind of educational activities it is, it should be connected with the students' personal life experience before enrollment, and must also be connected with their future lives. Noddings also discussed the importance of continuity in the book *Learning to Care—Another Mode of Education*. She believes that the caring in education and teaching is very different from the simple caring relationship between people in life. The caring relationship in education needs to have a sufficient and solid foundation of trust. The establishment of this trust relationship does not happen overnight. It takes time to bridge and it requires continuous support. The continuity of care emphasized by Noddings is the continuity of purpose, the continuity of places, the continuity of people, and the continuity of courses. She says that school is the center of care. The school environment should have continuity, and the daily operation of the school should reflect this theme of concern.

### **Enlightenment of “Caring Ethics” on Effective Teaching**

Noddings' ethics of care has very rich connotations. The new education model she advocates regards care as the most fundamental task and purpose. This thought of her has brought great enlightenment for improving the effectiveness of classroom teaching in the current education and teaching reform. The following will discuss in detail the enlightenment of caring ethics on effective teaching from the three levels of schools, teachers, and students.

**School level: Lead the school curriculum with “care” and teach students how to care.** From the perspective of the development of human life, education is to nourish human life and feel the value of individual vitality and existence. The ultimate goal of education is to let the educated enjoy freedom and happiness. As the main educational institution, the school has the responsibility to teach students how to care about themselves, care about others, care about nature and the material world, and care about knowledge. Learning to care is the essence of school education. Schools must focus on the overall development of students, rather than just focusing on the academic progress of a small number of students (Noddings, 2002). The school's curriculum is related to the school's teaching quality and the future happiness of students. Therefore, the school should adhere to the “student-oriented” educational purpose. The curriculum should be designed and formulated according to the development needs of school students, to create an atmosphere of mutual care for students, and educate students to learn to care. Let students study and live in an atmosphere full of care and love. This kind of teaching truly follows the effective in principle.

**Teacher level: Concept: Establish a caring education concept.** In life, everyone needs to be cared or cared by others. As independent individuals in development, students have very different personal situations. Each child's unique talents, abilities, and interests require full attention from teachers, and they are all worthy of opportunities for development by the school. Noddings (1992) once compared school work to raising a big family of different children, and care became the foundation and core of this process. She asked teachers to treat students as their own children, believing that every child is a complete individual, caring for them, caring for them, and wholeheartedly helping them grow into capable and confident people. To a large extent, the teachers' educational philosophy determines the teachers' attitude towards students. Therefore, teachers should establish a caring educational philosophy to have a clearer understanding of the students' own initiative and development characteristics in the process of education and teaching. Only by fully understanding students can

they. In the teaching process, more effective teaching should be implemented according to the different characteristics of students. Teachers who have established a caring education concept can understand students in their own place, can communicate with students patiently, and can use appropriate and appropriate methods for students' situations. Ways to actively care for students and guide them to better development.

**Ability: Improve self-care ability.** Teachers have established a caring education concept, and they need to work hard to improve their caring ability. The caring ability of a teacher is a reflection of the comprehensive quality of a teacher, and the caring ability of a teacher is the basic sign of a teacher's personal charm. Teachers enhance their caring abilities, enrich their caring knowledge, keenly perceive students' expectations and needs and changes in their emotions and emotions, and provide timely care and guidance to students, and answer questions for students. Students who have no "worries for the future" will put more energy and emotions into learning, and the learning effect will be greatly improved; teachers should not isolate individual underachievers with any prejudices, and treat them equally in class; teachers should be fair and comprehensive evaluation of every student; teachers should always reflect on what they do and whether they really care for students; and teachers should also express their care and love for them in a way that students can understand and accept. Only when the teacher's care is felt by the students, can this caring behavior be possible to realize its value.

**Relationship: Establish a good caring relationship between teachers and students.** The teacher-student relationship is a special kind of social interaction. Teachers and students are the subjects of communication and their recognition of each other determines the quality of the relationship. American writer Parker Palmer wrote in his book *Teaching Courage—A Walk through the Teacher's Mind*, "Good teaching is a kind of cordial hospitality to students, and cordial hospitality is often an act that benefits the host more than the guests. The cordial hospitality of teachers to students produces a more cordially entertaining world for teachers" (Zhang, 2002). A good teacher-student relationship is a mutually beneficial relationship. It can not only promote the psychological compatibility of teachers and students, but also create a harmonious teaching environment. An important condition for the smooth progress of teaching activities and a harmonious teacher-student relationship can to a large extent increase students' enthusiasm for learning, ignite students' positive emotions for learning, further tap students' potential, and promote the smooth development of teaching activities. The establishment of a good teacher-student relationship requires teachers to take on a caring role, respect, and recognize every student. Teachers should recognize the differences in development between students and on this basis appreciate differences and respect individuality.

**Student level: Students should respond to the care of teachers.** Noddings pointed out that the establishment of a caring relationship not only requires carers to pay attention without asking for return, but also requires the cared person to give appropriate feedback when he perceives care. Only when the caring behavior of the caring person is recognized and recognized is the caring process complete. Therefore, the establishment and maintenance of the caring relationship between teachers and students requires feedback from students on caring. The response and feedback of students is the source of motivation for teachers to actively care for students and the guarantee for the continued care of teachers. On the one hand, students' response to teacher-care can make teachers realize the value and significance of their caring behavior, and can encourage careers to continue their caring behavior. On the other hand, students respond to the teacher's caring behavior in a timely manner, indicating that the students have felt the beautiful emotional experience of being cared in the caring example set by the teacher. The students realize that they are concerned and cared by others, which helps students to form positive emotional experience enhances students' sense of self-efficacy and self-identity.

## Conclusion

Comenius (1984) pointed out in the book *Large Teaching Theory* that the main purpose of writing this book is to “explain the whole art of teaching all things to all human beings.” For a long time, effective teaching has been the focus of people’s attention. Scholars have been trying to find and find new teaching methods, so that teachers can teach less, but students can learn more. From the perspective of women, Noddings established a caring ethics with “caring” as the core for education. The reform and development of teaching provide a brand-new vision, which has important reference value for effective teaching, and is worth learning.

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