Abstract

Ethics is the basis of progress of any nation, a symbol of its civilization and a fruit of its doctrine and principles. Heavenly messages came to urge people to abide by good manners and Islam takes them as a title. It was defined by Problem Muhammad as the first purpose of his message saying “I was sent to complete the best of morals”. He was described by God as possessing sublime morals “And thou (standest) on an exalted standard of character”.

Manifestations of neglect, corruption and lawlessness, exploitation and deviations of youth are all expressive of an ethical crisis and a lack of ethical maturity. Moreover, science and its applications constitute a challenge to ethics, raising reactions, which may be described as the return of morals. These reactions call for subjugating science and its developments to ethical values and standards such as the issues of abortion, merciful killing and trade of human organs; all classified under conflict between religious values, ethical issues, public life development, scientific progress and technological revolution.

Many philosophers perceive ethics as a standard discipline, which seeks to set principles and laws, which should be taken as a basis for practice and conduct. In addition, there is another end, which is probably more important than the former in terms of highlighting the benefit of ethics. By this, we mean the applied part of rules and behavior, which constitutes the fundamental part of ethics.

As such, it is evident that the study of ethics, be religious or philosophical, is extremely useful in the cultivation and direction of human conduct towards ethical values and ideals on a ground of understanding, awareness and perception.

Ethics is the science of conduct and its topic is virtues and vices, their nature, emergence and how to possess them. Ethics is a science, which shapes the rules of conduct; it is divided into theoretical ethics and applied ethics; the first is a standard science and the second is an applied one.

\[\text{Verse (4), Al Qalam/ The Pen.}\]
Distinction should be made between theoretical ethics, which study topics of conscience, good and evil, freedom and will, virtue and right, and duty and intention, predestination and choice, values, ends and ideals and between applied ethics. The latter studies different duties such as man’s duty towards himself, his God, family, nation and humanity in general. This means that applied ethics measures the application of theoretical ethical against social, political and other circumstances of life.

The applied ethics philosophy has emerged as a result of the huge developments in medicine, biology and genetic engineering but also due to the several ethical questions associated with these fields, making them for the first time provide their arguments, which underlie their judgments in spite of the difficulty and complexity of problems of concern.

The applied ethics philosophy is a branch of the philosophy of ethics, which includes an accurate analysis of controversial ethical issues such as merciful killing, organ transplant, artificial insemination and other issues. The issues of applied ethics philosophy are now divided into several disciplines including biological, environmental, medical and sexual ethics.

It is now clear that applied ethics combine the practical aspect being related to the bio-medical sciences and the philosophical aspect being focused on the philosophical ethical issues. These issues are posed by the scientific and technical progress related to the experimentation and research in medicine and biology. It is also concerned with the examination of problematic questions related to ethical problems created by the scientific revolution and ethical theories, which may be called to address the ethical and social issues of the real life.

The role of philosophy is evident in the development of ethics in general and the ethical thinking in particular through its relation with ethics. Ethics is major branch of philosophy because it directs our concern not only to the humanitarian ethics but also to values in general. Ethical philosophy poses a number of questions such as: Is human behavior governed by standards? If yes, how to identify them? Generally speaking, what makes a behavior good or bad? What makes it a correct or wrong conduct? The most important questions in the ethical philosophy probably evolved around the best ways for a person to lead an ethical life.
As thinking plays a major role in each one’s life, it takes the form of helping him/ her organize his/ her information and practice research and survey to reach appropriate solutions to problems. No society would be able to advance and progress unless its people own different thinking skills, which help them advance it to cope with the information age. This follows the refuting of incoming culture and assessment of new ideas to judge them in terms of importance and appropriates to the values and traditions of the society and its demands for the comprehensive development process.

Ethical thinking is one the objectives sought to be achieved by modern education for students in different educational institutions. Ethical thinking is the process used by an individual to reach a certain judgment as to right and wrong, whether based on the obedience of law, consideration of conscience and abidance by the standards of society. It is perceived by some people as the ethical assessment of information in terms of right and wrong while providing logical justifications in light of abstract ethical principles.

For an individual to think ethically and properly, s/he should be aware and understanding of the basic ethical concepts including the ethical thinking. This would deepen a thinker’s feeling of issues implied in an ethical situation, making it easier to identify how to work out this ethical situation.

**Problem of the study**

The problem of the study is stated as follows:

Insufficient attention to the teaching of the issues of the philosophy of applied thinking with the Philosophy courses of student teachers, Philosophy Department, although these issues represent a major goal of philosophy in general and ethical philosophy in particular. This has resulted in students’ poor awareness of ethical issues and hence ability to issue a correct ethical judgment and process ethical thinking.
To emphasize the aforementioned statement, the researcher took the following procedures:

1. Reviewing the regulations of the Philosophy Department, Faculty of Education and listing topics included in the courses of the Philosophy Department, the researcher found out that these courses do not include topics of applied ethics philosophy.
2. Applying an open questionnaire to survey the student teachers’ opinions on the issues of applied ethics philosophy studied over the four years at the Philosophy and Sociology Department. Students’ responses came as follows:
   − They did not study the issues of applied ethics philosophy in any course of philosophy and that they are in dire need to study these issues.

Accordingly, the research attempted to answer the following question:

What is the effectiveness of a proposed program, of the issues of applied ethics philosophy for the development of ethical thinking of student teachers of the philosophy department and their attitude towards these issues?

The following questions emerge from this question:

1. What are the issues of applied ethics philosophy necessary for the student teachers of the Philosophy Department related to their reality?
2. What are the ethical thinking skills necessary for the student teachers of the Philosophy Department?
3. What is the impact of the proposed program in the issues of applied ethical philosophy on the development of the ethical thinking of the student teachers of the Philosophy Department?

Limitations of the study

The current research was limited to:

1. Certain issues of applied ethical philosophy;
2. A sample junior students of the Philosophy Department, Faculty of Education; and
3. Certain ethical thinking skills.
Objectives of the study

The current research aims at:

1. Identifying the issues of applied ethics philosophy necessary for student teachers of the Philosophy Department related to their reality.
2. Building a proposed program of the issues of applied ethics philosophy to develop the ethical thinking and attitude of student teachers of the Philosophy Department.
3. Identifying the effectiveness of the proposed program in teaching the issues of applied ethics philosophy in developing the ethical thinking of student teachers of the Philosophy Department.
4. Identifying the relation between the development of the ethical thinking and attitude through the proposed program in teaching the issues of applied ethics philosophy.

Importance of the study

The current research may be useful in:

1. Helping student teachers of the Philosophy Department to develop the ethical thinking skills and attitude towards these issues related to the reality of the Egyptian society.
2. Helping developers of the programs of the Philosophy Department in preparing programs of applied ethics philosophy.
3. Presenting ethical issues to student teachers in a real and functional manner helping them to think and develop their ability to face problems.
4. Providing a procedural model for how to prepare a program of applied ethics philosophy.

Hypotheses of the study

The current research seeks to test the validity of the following hypotheses:

1. There is a statistically significant difference between the means scores of the students of the research sample in the pre and post applications of the ethical thinking test in favor of the post application.
There is a statistically significant difference between the means scores of the students of the research sample in the pre and post applications of the scale of attitude towards ethical issues in favor of the post application.

There is a statistically significant correlation between the scores of the students of the research sample in ethical thinking and attitude towards issues.

Methodology of the study

The current research will use the analytical descriptive methodology and the experimental methodology. The former will be used in the theoretical framework of the research and the building of program and research tools. The latter will be used in the field application of the research experiment whereby the experimental design of the research includes one group, which studies the proposed program of ethical issues.

Procedures of the study

The current research will follow these steps and procedures:

1. Review of literature on:
   - Applied ethics and its issues.
   - Applied ethics philosophy.
   - Attitude towards ethical issues.
2. Preparing a list of the issues of applied ethics philosophy related to the reality of the Egyptian society necessary for student teachers and referring them to a group of jury to identify how far they are appropriate for them.
3. Preparing a proposed program of applied ethics philosophy including the philosophy, objectives, content, teaching methods, activities, learning aids and techniques of assessment of the program.
4. Preparing the student teacher’s book on the issues of applied ethics philosophy included in the proposed program.
5. Preparing the teacher’s book on procedures of teaching the proposed program for developing the ethical thinking.
6. Preparing the ethical thinking test and referring it to a group of jury to identify its applicability.
7. Preparing the scale of attitude towards the issues of applied ethics philosophy and referring it to a group of jury to identify its applicability.
8. Measuring the validity and reliability of the test and scale.
5. Pre-application of the test and scale on sample students and recording results.
6. Teaching the proposed program of the issues of applied ethics philosophy to the sample students.
7. Post-application of the test and scale on sample students, recording results and processing them statistically.
8. Record, statistical processing, interpretation and discussion of results in light of literature.
9. Making recommendations and suggestions based on results.

Results of the study

Procedures followed by the researcher to solve the problem of the research led to the results below:

1. There are statistically significant differences between the means scores of the students of the research sample in the pre and post applications of the ethical thinking test in favor of the post application at a significance level of 0.01.
2. There are statistically significant differences between the means scores of the students of the research sample in the pre and post applications of the scale of attitude towards ethical issues in favor of the post application at a significance level of 0.01.

This indicates that students’ scores on the pre-application were higher than those of the pre-application. This indicates the effectiveness of the proposed program in developing the ethical thinking of student teachers of the Philosophy Department and their attitude towards the issues of applied ethics philosophy.

3. There is a strong positive relation between the ethical thinking test and the scale of attitude.
4. Accordingly, the researcher concluded the effectiveness of the proposed program of the applied ethics philosophy in developing the ethical thinking of the student teachers of the Philosophy Department and their attitude towards these issues.
Recommendations and suggestions of the study

Recommendations

According to the results of the current study, the researcher recommends the following:

1. It is important to include the issues of applied ethics philosophy into topics of the philosophy of ethics taught to student teachers of the Philosophy Department, faculties of education.

2. The study of ethical issues should not be limited to the students teachers of the Philosophy and Sociology Department. Rather, they should be provided to all departments of different fields of study.

3. Those in charge of educating philosophy teachers should pay attention to the development of their ethical thinking and attitude towards the issues of applied ethics philosophy.

4. Calling up those in charge of teaching philosophy in universities to paying attention to addressing the contemporary ethical issues in topics presented to students in order to develop the ethical thinking.

Suggestions for further research

The researcher suggests the following studies:

1. The effectiveness of a proposed program of applied ethics philosophy in developing the ethical awareness of student teachers of the Philosophy and Sociology Department.

2. The effectiveness of a proposed unit of applied ethics philosophy in developing the ethical responsibility of student teachers of the Philosophy and Sociology Department.

3. The effectiveness of a proposed program of applied ethics philosophy in developing the secondary stage students’ awareness of the contemporary ethical issues.

4. The effectiveness of a proposed program of applied ethics philosophy in developing the ethical decision making skills of student teachers of the Philosophy and Sociology Department.