Discussion Of The Following Concepts: Education, Philosophy And Philosophy Of Education

Education

The word Education is derived from educare (Latin) “bring up”, which is related to educere “bring out,” “bring forth what is within,” “bring out potential” and ducere, “to lead”. Education is a good way of life through which the transmission of culture occurs. People seek new ways to express themselves in natural development and growth. Education is beneficial for individuals who are in need of change, and change is good for people who can direct its course. People need knowledge, intentions intelligence, and goodwill to turn this change into their advantage. Progressive education in a democratic society is about change in thoughts, feelings, and internal constraints (Eldridge, 1998) (Rockefeller, 1991).

Philosophy

The word philosophy literally means love of wisdom; it is derived from two Greek words i.e. ‘phileo’ (love) and ‘Sophia’ (wisdom). Philosophy is defined as a generalized theory of education. It was described as a form of thinking that originates in what is uncertain about the subject matter of experience. It aims to locate the nature of the perplexity or confusion and to frame hypothesis to test in action. In philosophic thinking, the uncertainties that are examined are associated with widespread social conditions and aims, resulting in a conflict of organised interests and institutional claims (Dewey, 1966). Education philosophy

All human societies, past and present, have had a vested interest in education; and some wits have claimed that teaching (at its best an educational activity) is the second oldest profession. While not all societies channel sufficient resources into support for educational activities and institutions, all at the very least acknowledge their centrality- and for good reasons. For one thing, it is obvious, that children are born illiterate and innumerate and ignorant of the norms and cultural achievements of the community or society into which they have been thrust. But with the help of professional teachers and the dedicated amateurs in their families and immediate environs (and with the aid, too, of educational resources made available through the media and nowadays the internet), within a few years they can read, write, calculate, and act (at least often) in culturally appropriate ways. Some learn these skills with more facility than others, and so education also serves as a social-sorting mechanism and undoubtedly has enormous impact on the economic fate of the individual. Put more abstractly, at its best education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens (Dewey, Democracy and Education, 1916)

Pragmatism

Pragmatism, is also known as instrumentalism, radical empiricism, conceptual relatively, is derived from a Greek word Pragmatikos. It originally referred to the skills people applied in business or legal affairs. Based on it, the word picked up the meaning “practical” which refers

to the thinking pattern of deciding everything according to specific circumstances. Pragmatism emphasizes the creativity of people. It means people should deal with problems practically rather than theoretically and it views actual result as the sole criterion. (Hao, 2017)

Aims of education according to pragmatism

-Creation of new values: pragmatists have no fixed aims or goals of education. -Activity experience: for the creation of new values, activity and experience are essential -Personal and social adjustment: all these aspects are developed not for their own sake, but for meeting the individual and social needs of man. -Reconstruction of experience: then, as every individual is required to solve many diverse problems in his life, the aim of education should also be the formulation and cultivation of a dynamic adoptable, resourceful and enterprising mind. -All-round development: all-around development of the individual is also an important aim of education. The individual develops physically, mentally, morally, and aesthetically. (Verma)

Nature of learning according to pragmatism

Pragmatism is an educational philosophy that says that education should be about life and growth. That is, teachers should be teaching students things that are practical for life and encourage them to grow into better people. Many famous educators, including John Dewey, were pragmatists (Pragmatism: Overview & Practical examples, 2014).

Role of the teacher according to pragmatism

In naturalism, the teacher merely is an onlooker. Idealism regards him as an indispensable authority. In pragmatism the teacher is neither of the two, he stands midway. According to pragmatism, a teacher is useful even though is not indispensable. The roles of the teacher are as follows:

1. In pragmatism, the teacher is a friend, philosopher and guide for students.
2. The teacher is not a dictator but only a leader of the group.
3. Teacher should have knowledge of the student’s interest and provide them with social environment.
4. Further the teacher should believe in democratic values.
5. The teacher should have knowledge of social conditioning.
6. The teacher should not overshadow the personality of the pupil. (James, 2018)

Role of the learner according to pragmatism

It is a teacher’s job to formulate a classroom management plan to facilitate development of an effective learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect or self and others and meet all behavioural and academic expectations. Students are expected to be punctual because when a student arrives late, they disturb the attention of other students, the attention now is drawn away from the teacher.

Naturalism

Rousseau’s philosophy: Naturalism Naturalism was a negation of the Renaissance. The naturalistic movement was a revolution in the educational theory of practice. Rousseau’s philosophy was influenced by three things- the state of time, extremely varied experience of his life and his emotional nature. His philosophy was a reaction against the contemporary social and political set-up. Rousseau’s philosophy of education is Naturalistic. He is against the system of conventional and formal education. Rousseau believes that education does not mean teaching information or knowledge.

Rousseau’s general aims of education according to naturalism

Rousseau revolts against the entire traditional concept of education. His general aim of education is given below:

1. Education is a natural process not artificial.
2. Education is a development from within, not accretion from without.
3. Education could be acquired by exploiting the natural instinct and interest.
4. It is the expansion of natural power.
5. It is a life itself.
6. The attainment of fullest natural growth of the individual.

Nature of learning according to naturalism

The child is a noble savage, a primitive unspoiled by the vices of corrupting society. The child’s needs, instincts, and impulses are to be trusted and relied upon as the raw ingredients of further education. Naturalism is a concept that firmly believes that ultimate reality lies in the nature of the matter. Matter is considered to be supreme and mind is the functioning of the brain that is made up of matter. The whole universe is governed by laws of nature and they are changeable. It is through our senses that it is able to get the real knowledge. The senses work like real gateways of knowledge and exploration is the method that helps in studying nature (Maheshwari, 2019)

The role of the teacher according to Naturalism

The teacher is always behind the screen. He is a spectator or an observer. The teacher plays his role behind the scenes. He does not interfere in student’s activities. Teacher acts as a facilitator, a setter of the stage, and as a supplier of materials and opportunities.

The role of the learner according to naturalism

Mathias Nkeeto, a mathematics teacher at Green Hills Academy, says the student has the most important part to play in education. He notes that as an educator, to be able to teach well, a student should be keen on what is being taught. However the teacher points out that although an educator has a lot to do in education, most of it is influenced by the efforts of the students. Nkeeto says that the work of the teacher is to complete the syllabus, and it’s the responsibility of students to make sure they grasp the content.

References

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