

Philosophy Of Education : The Sync



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Abstract:

An educational philosophy is a personal statement of a teacher's guiding principles about "big picture" education-related issues, such as how student learning and potential are most effectively maximized, as well as the role of educators in the classroom, school, community, and society. Each teacher comes to the classroom with a unique set of principles and ideals that affects student performance. A statement of educational philosophy sums up these tenets for self-reflection, professional growth, and sometimes sharing with the larger student community. Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Education is designed to guide them in learning a culture, molding their behavior in the ways of adulthood, and directing them toward their eventual role in society. In the most primitive cultures, there is often little formal learning—little of what one would ordinarily call school or classes or teachers. Instead, the entire environment and all activities are frequently viewed as school and classes, and many or all adults act as teachers. As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know, and, hence, there must evolve more selective and efficient means of cultural transmission.

INTRODUCTION

Philosophy is a search for a general understanding of values and reality by chiefly speculative rather than observational means. Philosophy is a comprehensive system of ideas about human nature and the nature of the

issues it addresses are basic and pervasive, determining the course we take in life and how we treat other people. Hence we can say that all the aspects of human life are influenced and governed by the philosophical consideration. As a field of study philosophy is one of the oldest disciplines. It is considered as a mother of all the sciences. In fact it is at the root of all knowledge. Education has also drawn its material from different philosophical bases. Education, like philosophy is also closely related to human life. Various fields of philosophy like the political philosophy, social philosophy and economic philosophy have great influence on the various aspects of education like educational procedures, processes, policies, planning and its implementation, from both the theoretical and practical aspects. In order to understand the concept of Philosophy of education it is necessary to first understand the meaning of the two terms; Philosophy and Education.

MEANING OF PHILOSOPHY AND EDUCATION

The word philosophy literally means love of wisdom; It is derived from two Greek words i.e. 'phileo' (love) and 'Sophia' (wisdom). This tells us something about the nature of philosophy, but not much, because many disciplines seek wisdom. Since times immemorial there have been various pursuits for unfolding the mystery of the universe, birth and death, sorrow and joy. Various ages have produced different thoughts throwing light upon the mystic region. The ultimate truth is yet to be found out. This eternal quest for truth 'lends the origin of philosophy. A love of wisdom is the essence for any philosophy investigation.

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 in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Philosophy of education plays an important role in providing direction to education on the following issues as well as providing a theory of knowledge for education to work upon. Philosophy of education is essentially a method of approaching educational experience rather than a body of conclusions. It is the specific method which makes it philosophical. Philosophical method is critical, comprehensive and

SCOPE OF PHILOSOPHY OF EDUCATION

The scope of philosophy of education is confined to the field of education. Thus, it is philosophy in the field of education. The scope of philosophy of education is concerned with the problems of education.

These problems mainly include -

- Interpretation of human nature, the world and the universe and their relation with man,
- Interpretation of aims and ideals of education,
- The relationship of various components of the system of education,
- Relationship of education and various areas of national life [economic system, political order, social progress, cultural reconstructions etc.],
- Educational values,
- Theory of knowledge and its relationship to education

RELATIONSHIP BETWEEN PHILOSOPHY OF TEACHING AND TEACHING STYLES

Philosophy guides the process of education in different ways. A teacher approaching education philosophically needs to answer four basic questions that guide the teaching learning process. They are:

What is the nature of the learner?

What is the nature of subject matter?

How should one use the subject matter to guide students towards meaningful learning activities?

What behavior trend should one exhibit in order to carry out one's philosophical position?

The answers to these questions only will help the teacher to identify a series of preferences, as opposed to a set of behavior that belong to mutually exclusive categories for the following questions. An attempt to answer these questions is nothing but philosophy of teaching. Philosophy and various philosophical views inform us that each of these questions have different philosophical perspectives that can be considered as extremes in a continuum.

• Nature of the Learner

For the question about the nature of Learner, It will be defined in terms of extremes of the continuum by using the terms Lockean (passive) and Platonic (active)

“Lockean” is a position because it was John Locke, in his Essay Concerning Human Understanding, who first wrote about mind, is *tabula rasa*. He envisioned the operation of the mind as similar to a blank wax tablet on which data taken in through the senses would make impressions. Sensory data which a learner absorbed formed the true source of knowledge. Any complex mental operations involving association, interpretation, or evaluation of secondary data led to the formulation of increasingly complex knowledge.

“Platonic” Image is that of a teacher who has so much respect for what the learner can contribute to the learning environment that he or she definitely does not want them to — absorb prescribed subject matter, as the teacher sees the subject matter. Under such circumstances learners are viewed as the most important ingredient of the classroom environment because they teach each other and their teacher about problems which are meaningful to them. It is almost that learners have the knowledge which is locked inside them which is released through interaction. Platonic concept believes in the doctrine of Reminiscence.

The two endpoints of the continuum are “cognitive” and “affective”. These concepts are not mutually exclusive categories, but rather matters of emphasis and preferences. In order to illuminate factors involved in any teacher's decision to emphasize cognitive or affective learning activities it is useful to consider the following addendum.

Cognitive Domain – fact, concept and generalization
Affective Domain- belief and value
Evidence abounds that students bring into the classroom attitudes which influence the way they perceive facts, concepts and generalizations. Sometimes teachers are fortunate to have students who bring with them 13 positive attitudes towards the subject matter at hand. Most often we have students who bring with them not very positive attitudes. In such situations the teacher's role will be to help students think critically by transforming generalization, beliefs and values into hypotheses that can be tested. Then the teacher resorts to the affective domain.

CONCLUSION:

Teacher need to be aware of the ‘Philosophical Positions’ that they take and have taken while they enter into classrooms or plan to enter into classrooms. Philosophical positions affect the way they interact with

students and facilitate learning in learners individually or collectively. Thus we see that the way we answer the questions of nature of learner, subject matter etc. definitely affects our teaching style. Whether a teacher is authoritative or non authoritarian, whether teaching methods are constructivist or lecture method are influenced based on the philosophical position that they hold. Background for approaching the educational problems effectively. Therefore, it is essential for the educators to have the deep insight into the philosophy of education.

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