

“Implications of Philosophical Bases of Education in Teaching and Learning Process”

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Abstract

The article attempts to analyse the interaction between philosophy of education and teaching practice. The main objective of this article is to find out the implication of philosophy in the education process like teaching and learning. As we know that philosophy deals with the base and theoretical knowledge to the field of education, Such area of learning as “philosophy of education” is defined, genesis and dynamics of practice as universals of human existence are traced, such concepts as “practice”, “teaching practice” are analyzed in view of philosophy of education. The role and position of teaching practice as linking system in the theory of knowledge are grounded. The main conclusion of the conducted research is the proof that philosophy of education in its new interpretation is not only theoretical understanding of foundations and manifestations of educational process, but also practice, direct implementation of educational theoretical groundwork in everyday life. Using historical and philosophical analysis, the author showed that philosophy of education implements adopted philosophical (world view) paradigms in various learning and teaching practices.

Key Words: Philosophy of Education, Teaching and Learning, Teacher, Learner.

Introduction:

Philosophy is a determinant of what one thinks, values or believes. Every individual has its own distinct learning philosophy, but to learn one’s philosophy is not easy. It requires a persistent reflection and a lot of work to reach and dig out the inner thoughts. My teaching and learning philosophy has emerged from values that are learnt from several exposures and life experiences i.e., from my parents, my teachers, and from my own experience of working as an instructor. In this paper, I am presenting my educational philosophy with the context of teachers, learners, teaching learning process and the learning environment. Studies in the field of philosophy of education also mention various in wording, but practically the same in meaning definitions of the aim of philosophy of education considering “how human mental and moral development happens in cultural environment and how the system of education can (and

must) further this process. Philosophy of education as a special area of scientific work appeared in the 20th century in English-speaking countries and, first of all, in the USA. Inspirational work of J. Dewey (1859-1952) stimulated the acceptance of “philosophy of education” as mandatory measurement of competent and responsible practice in education. Before Dewey nobody had been proving so hard the need of teaching practice based on philosophical principles. None of the philosophers before and after him completed so many works dedicated to education (over 40 books and 800 articles). As a result, an idea appeared in the English-speaking world that practicing teachers should use educational philosophy as potential grounds for the whole of educational thought and practice.

Philosophical Bases of Teaching and Learning

Numerous philosophers have studied what it means to teach and learn, and have come up with various explanations of the process of becoming educated. Faculty begin to refine their own beliefs and understandings of what it means to know through examining numerous theories of knowledge and making sense of the processes of teaching and learning in their own minds. A few philosophies and examples of individuals who exemplify the concepts are worth exploring: Existentialism (Maxine Greene, Jean-Paul Sartre, Soren Kierkegaard, Simone de Beauvoir), Critical Theory (Karl Marx, Henry Geroux, Michael Apple, Paulo Friere), Behaviorism (B.F. Skinner), Cognitivism / Developmentalism (Maria Montessori, A.S. Neill, John Dewey, Knowles, Waldorf Schools, Reggio Emilia Schools), Social Constructivism (John Dewey, Lev Vygotsky, Jerome Bruner, Montessori, Reggio Emilia and Waldorf Schools), Multiple Intelligences (Howard Gardner), Brain based learning (Marian Diamond, Renate and Geoffrey Caine, Thomas Armstrong, Candace Pert, and Eric Jensen). This is a good starting place from which to explore other philosophies and the individuals who articulate them. New faculty members come to better understand their own philosophy through thinking about what they believe about teaching and learning. One means of thinking is writing. New faculty members benefit from taking the time to craft a teaching philosophy statement. This sort of statement or something like it is often part of an application process for faculty positions, or it is part of graduate studies at many universities. The clarity that results from crafting such a statement brings to the forefront the way teaching decisions are made, and this self-knowledge will be invaluable when undertaking course planning.

The Philosophy is the Base for Education

Philosophy is the mother of education and education gives birth to Philosophy. This may seem contradictory but the relationship between philosophy and education is very close. Philosophy furnishes the goals of life and education gives the means to achieve those goals.

Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life. No system of education is completely divorced from philosophy. Philosophy provides the aim of life and thereby the aim of education, and education provides the vehicle for carrying out that philosophic aim in practical life. According to James Ross, “Philosophy and Education are two sides of a coin: the former is contemplative while the latter is the active side,” Philosophy is thus an exhaustive and comprehensive inquiry into the world of matter and mind viewed as one whole. John Dewey defines philosophy as a theory of education in its most general aspects. He holds that “education is the laboratory in which philosophic truth become concrete and are tested.”

The interdependence of philosophy and education is evident from the fact that all great philosophers are great educators- Socrates in Greece, Confucius in China, Buddha, Tagore and Gandhi in India. They reflected their philosophical views in their educational schemes. For example, Plato’s idealism gave birth to his cultural scheme of education, Rationalism in philosophy produced the theory of formal discipline in education, Rousseau’s anti-social philosophy was reflected in his “negative or natural education”. American pragmatism has resulted in the project method of education. Naturalism has introduced the play-way method. Hence there is no reason to believe that education is unaffected by philosophy. The truths and principle established by philosophy are applied in the conduct of education process. Rousseau, Fichte and others, therefore contend that in the true sense of the term education is real philosophy. All educational programmes become consistent if their foundations are laid on sound philosophy. Philosophy formulates the aims of life and education offers suggestion how these aims are to be achieved. Education is a sustaining, progressive and purposive effort, whose strength comes only form the moral values of the community, the only source of which is philosophy.

Therefore, we can say that without philosophy, education would be nothing but a blind effort and without education philosophy would be no better than a cripple. Divorced from philosophy, education would become an aimless endeavor; a hopeless waste of time and energy. Thus, philosophy gives education its point, its target, its goal. Philosophy exercises tremendous influence on education in all its aspects—aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc. There is no aspect of education, which is not influenced and determined by philosophy. There is no escape from a philosophy of life and of education. It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

Philosophy and Teacher

The teacher is the soul of the educative process. A teacher not only has a thorough knowledge of his subject, but also he must know man, the society at large. He must have a clear vision about everything he comes into contact. Plato has defined philosopher as “One who has a taste for every sort of knowledge, one who is curious to learn and is never satisfied.” A teacher needs to study philosophy as a person and as a teacher. It helps him to keep manifold relations with his pupil. A teacher must have a definite outlook on life, optimistic or pessimistic, positive or negative, materialistic or idealistic. Any one of these beliefs will affect the various problems of education – the aims, the discipline, the curricula, the methods, the technique of teaching and the organization. So a teacher must have an adequate and sound philosophy. He must have a thorough grounding in philosophy.

Implications of Philosophy in Teaching Learning Process

Philosophy includes but not limited to: ethics, critical thinking, history of thought. Ethics are not morals, let's separate those right here. Morals are top down ways of proper behavior. Ethics are how to think about decisions in life. Critical thinking is a skill unto itself. Do not automatically think that a literature teacher or history teacher can teach critical thinking. Instead, the philosophy teacher can take what you are learning IN the lit class or history class and use that in the class. There are too many formal and informal logical fallacies and procedures to leave it to other teachers. It should be taught discreetly. As for the history of philosophy almost every question a student has about life, and all the difficult decisions there are in life, have ALREADY been asked by the ancients. The whole idea of questioning authority was championed by Socrates. The Socratic method is Socrates. So much has already been asked and answered by brilliant thinkers that the history of philosophy is a required class.

Also there are various aspects of educational philosophy but educational implications have its own value and importance in the society. It has the aim to exalt the human personality of self-realization or to make actual self-realization for all or universal education system. The emphasis is on those subjects where the element of mind is predominant. Subjects like language, philosophy, religion history, mathematics and fine arts are favored. The intellectual atmosphere and the subject centered curriculum may be regarded as the main essential feature. There are no specific prescriptions regarding the methodology to be adopted for the same. Generally, methods which encourage reasoning and reflective thinking get priority. Lecture, Discussion and Question and Answer techniques are adopted to get the effective results. Freedom is the end of discipline and not its means. Freedom does not mean license. It is appreciated authority is also essential. Wise direction and guidance of the teacher are necessary. The teacher is an exemplar of virtues working Model. He is a Gardner tendering

the child. He has a high degree of authority but he respects the personality of the child. These are the essential educational implications that is related to educational philosophy and hope that they are wisely adopted by the teacher community and the educational institutions to get the effective result from their students for the years to come.

Discussion and results

According to B.M. Bim-Bad, currently the primary focus of educational philosophers is on the concept of education itself. Traditional view of it as a process and result of studying in schools and higher education institutions is gradually replaced by a view of education as a wide range of all kinds of experience, which influence the growth and development of an individual during all their life. Important role of informal, spontaneous learning in the content and method of human education is being understood. Limits of human ability to learn, study and perfect through science have not been determined yet. Limits of the rate of learning are also not known. A man has a unique, as compared to other known creatures, ability to modify their reactions and ways of interaction with natural and social environment in view of accumulated experience. Values of humanism, human and personal dignity, social initiative and creativity, democracy, patriotism, national self-consciousness also become priority world view values in Russian education system. Declaring adherence to certain values is not enough for formation of a new kind of education system. Axiologisation of teaching of educational subjects on the basis of values recognised as priority ones, as well as unity of content and form of education in educational institutions, is also necessary. For this reason, within axiologically-oriented philosophical and educational discourse two groups of values are considered:

- ❖ the ones that education should be focused on now and in the longer term;
- ❖ the ones that should be created and formed within the educational process itself.

The first group of values determines essential purpose of education in modern world and understanding of strategic goals of education. This group of values has initial value, since content and form of organisation of the whole educational process depend on the understanding of what it should be aimed at. The second group of values concerns value content of education and technologies of its organisation. That said, not only determination and organisation of educational process in accordance with the first group of values, but also masterful combination and implementation of educational tasks in the educational process are important. In other words, a modern teacher should clearly acknowledge value measurement of their educational subject and consecutively reveal and implement it in their teaching activities. Only in this manner it is possible to ensure creative assimilation of knowledge related to a certain subject and use of this knowledge within the general system of students' value and world view understanding. The journey of teaching and learning is continuous and lifelong. It is not only limited to what we learn in classroom settings but it is beyond that

level. In this educational journey, teacher possesses a major role in building student's personality. By knowing that each learner has different strengths with different learning needs, it is the responsibility of a teacher to facilitate student in gaining knowledge, skills, and critical thinking by implementing various innovative strategies. Moreover, the positive and conducive environment along with teachers support creates a good situation for student's lifelong learning.

Conclusion:

We are sure that any school subject, as well as methods of teaching it, are components of the philosophy of education and are, correspondingly, based on original methodology. That said, methodology and methods of a certain subject should be, first of all, developed in action, within the practice of particular observations and studies itself, and not just through theoretical development of methods. Therefore, philosophy of education in its new understanding is not only theoretical comprehension of foundations and manifestations of educational process, but also practice, direct implementation of theoretical educational groundwork into everyday life. Philosophy of education does not just depend on the evolvement of social philosophy (and philosophy on the whole), it also implements established philosophical (world view) paradigms in various educational practices through its methodologies. This conclusion gives ground for considering educational practice an interactive body of detection of methodological foundations of teaching, since practice secures the “link of times” of educational existence. Thus, within philosophy of education practice is a means of cognition, transformation, mastery of reality in the process of educational activity. The issue of educational practice requires further study in the view of this particular integrative system.

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