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## PHILOSOPHY OF EDUCATION

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### ABSTRACT

Philosophy of education is a branch of philosophy that determines the nature and purpose of education through thought and reasoning. It is a practical or practical concept that deals with the conditions and goals of education and the philosophical problems arising from educational theory and practice. Since this practice has many aspects in human life, its social and personal manifestations are diverse and its impact on the current situation touches on many issues such as the general context, ethics, culture and ethics, epistemology, metaphysics, philosophy and other areas of thought

**KEY WORDS:** Philosophy; Education; Socrates; Problem; Knowledge



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## INTRODUCTION

Philosophy of education focuses on the inside of parental discipline and outside the cultural, social, legal and organizational context in which it takes place, the concept of the study focuses on both sides of the cultural/practical divide. Its topics include both philosophical questions (such as the nature of necessary knowledge, equal education and justice attitudes, etc.) and problems of special education policies and practices (such as the need for standardized procedures and tests, the social impact of special financial planning, etc) [1,2]. In this case, philosophers value clarity of thought, seriousness of argument, the fact that the decision is not in the interests of all those involved in or affected by education and planning, and an informed and rational evaluation of educational goals and interventions [3, 4].

**History:** The study of philosophy has a long and prestigious history in the Western philosophical tradition, extending from Socrates' struggle with the Sophists to the present day [5]. Many of the most prominent figures in this tradition have integrated issues of education into their broader theoretical frameworks. Although history is not important here, it is worth noting that the best forms of philosophical inquiry advocated by Socrates and his descendants have long shared the idea that education should, wherever possible, encourage all students to seek reasons and question potential problems [6]. Most historians of various stripes have adopted the view that education is often concerned with the cultivation of reason or qualities. It is still advocated by scholars

today [7]. According to John Dewey, in his work entitled *Ethics and Education: An Introduction to Educational Theory*, argued that education, in its broadest sense, is a tool of "social life" that ensures "that there is no truth about all the births and deaths of all members of the social group" [8]. Education is therefore necessary because "the life of the group goes on"[9]. Dewey was a supporter of progressive education and an outspoken advocate of educational reform, noting that control, rigor, and bias were prerequisites for knowledge today [10]. Traditional education focuses too much on teaching and not enough on the student's experience.

### Major voices in educational philosophy:

The origins of educational theories can be traced back to ancient Greece, where early philosophers such as Plato and Socrates developed ideas about education and its effects on people [11]. Over the next few years, theories and theories continued to develop through the collaboration of many researchers and educators. Some of these include:

- **Jean-Jacques Rousseau:** Rather than focusing on practical techniques for sharing knowledge, Genevan philosopher Rousseau believed education should develop learners'. Jean-Jacques Rousseau is the manifestation of Kant's philosophy [12].
- **Immanuel Kant:** German philosopher Immanuel Kant believed that education was necessary, saying, "The human being can only become human through education. He is nothing except what education makes out of him" [13]

- **John Dewey:** American scientist Dewey put forward the idea that social relations foster good education and that schools should become social institutions [14]
- **Harvey Siegel:** The late American philosopher Harvey Siegel promoted the development of thinking skills as an important part of education [15].

### **What is the difference between the philosophy of education and an educational philosophy?**

The philosophy of education is the branch of philosophy concerned with education [16]. Educational philosophies, on the other hand, educational philosophy is usually created in a school or organization to express the core beliefs and values of the school [17].

### **How is philosophy of education useful to education?**

Philosophy of education provides a framework for thinking about educational issues and can guide teachers in action. These four philosophies are perennialism, progressivism, essentialism, and social reconstructionism [18]. The knowledge gained from the study of philosophy helps develop specific methods that can be used for teaching in all schools. These include:

- **Perennialism:** Perennialists believe that people everywhere should share something that is believed to be eternally important to everyone. They believe in the most important elements that make a person grow. Since facts change, these cannot be the most important. Therefore, we should teach principles, not facts. Since people are people, people should be

taught first, not machines or machinery [19, 20].

- **Humanism/ Existentialism:** Existentialists see the world as an individual subjectivity where goodness, truth and reality are self-defined [21]. Truth is the world of existence, truth is chosen, and goodness is free. Develop an attitude of personal responsibility in decision making. The real answer comes from the person himself, not from an external authority [22].
- **Progressivism:** Educational progressivism believes that education should be based on the principle that humans are social animals and learn best with other people in real life. Like most proponents of learning theory, success claims to be based on the best research on education [23].
- **Essentialism:** According to educational essentialism, every student needs to learn and know some of the facts of the world. It is a traditional form of education that relies on hard work, discipline, and teaching [24]. Essentialists usually focus on subjects such as reading, writing, math, and science; they usually start with very basic skills and gradually increase in difficulty [25]
- **Social Reconstructionism and critical pedagogy:** Critical Discipline is "an academic discipline driven by passion and principles that seeks to help students develop their independence, mastery, and combine knowledge with the strength and ability to act according to [26]. There are many important theoretical and practical questions that have occupied academic researchers throughout the history of the academic philosophers. Some of these are:
  - **The aims of education:** Philosophers and other educational theorists have proposed

many goals, including: developing students' curiosity and wonder in relation to the creation of their skills and abilities; expanding their thinking; encouraging growth, development, and individualization to create "higher learning" or self-esteem to be the best; religious development and spiritual fulfillment; and practicing rational or critical thinking [27, 28].

- **Clarification of educational concepts:** The long-term understanding of the nature of philosophy is the importance of clarifying concepts such as knowledge, truth, justice, beauty, reason, meaning, existence [29]. One of the tasks of philosophy of education is therefore to teach the main content of education, as well as the concept of education, as well as related issues such as teaching, education, schools, parenting, and indoctrination [30]. Although this work of explanation is sometimes ambitious, especially during the so-called traditional studies of the 1960s and 1970s, much of the work in this field did not seem to ignore important issues in this regard [31].

### Conclusion

The study of philosophy, like any other kind of thought, must be based at least in part on a clear statement. Such analysis is not necessary or required only to determine the specific meanings of rival or controversial terms; it also aims to define other meanings, to clarify ambiguities, to present metaphysical ideas, rules, or traditions, and to provide the basis for interpreting other phenomena. To explore the connections between semantically related concepts and to explain the

inferential relationship that arises between the philosophical claims in which they are embedded and knowledge.

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