

# Study Unit 1

## EDU 1. General Philosophy of Education

### Unit Content

- Education: Meaning and Definitions
- Education: Goals
- Minimal Skill
- Job Training
- Inspiring a thirst for learning
- A Critical Outlook
- Education for Democracy
- Educational Philosophy and Goals
- National Education Policy
- Values
- Intellectual Growth
- Skill Gain
- Evaluating Educational Goals

### Study Unit Duration

This unit will take you a minimum of 3 hours'.

Two to Three hours may however be spent on revision.

### Unit Overview

The impact of philosophy on education and learning is, and has actually been felt throughout the development of education and learning. This training unit is meant to equip educator students with a general understanding of the thoughtful as well as ideological landscape in which systems of education and learning originate and also proceed to flourish around the globe.

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### Study Unit 1 Learning Objectives

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By the end of this unit, you should be able to:

1. Clarify the concept of education
2. Specify education and learning
3. List the purposes of education and learning.
4. Checklist the details thoughtful aims and also goals of education.
5. Describe the philosophy on Education and learning.

## **Definitions and Meanings of Education**

When we hear the word "instruction," the first thing that comes to mind is a school. Most of the time, we will think of training in terms of what teachers and their pupils do in school. We forget that what happens in the classroom is only a small part of instruction. To be sure, training is a continuous process that begins the moment an individual is conceived and ends when he finally passes away.

The instructor, the learner, guardians, the public authority, and each resident of the country are all included in the course of instruction, which involves a variety of activities. Without a doubt, they all participate in the process. As you are well aware, instructing is an important factor in training, as is learning. At any point in time, a child's primary instructor is his parents, and this learning system begins when the child enters the world. Because the teaching - learning process begins with the youngster's family, particularly the mother, the student's foundation is quite important. If, for example, the child's mother is a well-informed lady with a good work method, that is, a good acquiring limit, one can be assured that the child will be well-cared for and shown a great number of things that a child from a less well-informed household is unlikely to have.

### **Education's Purposes**

The statement of instructional points has become a common part of the activities of instructional organizers and managers. However, there is a lot of confusion about what the term means in general. Occasionally, the term 'point' is used to describe something that could be equated to reason or intention. Superintendents and study hall educators have no idea what is expected of them in terms of finding out what is expected of them. Our analysis of the training topics here is intended to connect the issue to our schools. You'll learn about

training points, as well as measurement and evaluation. Meanwhile, let us consider the significance of the Educational point.

### **What Does the Term "Educational Goal" Mean?**

We might define instructive point as a declaration of what we want to do to achieve our educational goals. A few logicians have attempted to deduce the etymological meaning of the word instruction. They track it to two inverse roots that begin with two philosophical precepts that oppose each other. One interpretation derives the term "training" from the Latin word "educere," which means "to lead out." Following Plato and other romantics, this group of rationalists believes that the pupil possesses natural thoughts that should simply be squeezed out, dragged out, and extended. The other restrictive school of thought thinks that the term "instruction" originates from the Latin word "educere," which means "to frame" or "to prepare."

### **EDUCATIONAL THEORY**

White Head defines training as the process by which people learn to use information effectively.

It's a path toward understanding the uniqueness of existence. Schooling, according to Dewey, is a "recreation or revamping of involvement" that "increases the importance of involvement and strengthens the capacity to coordinate the path of the resultant experience." "Instruction is the essential technique for societal growth or change," he argues. "Training is a skilfully coordinated turn of events or the conceivable results inborn in common experience," says the author once more. You should understand the value in Dewey's assertion that education is a course of living, not a foundation for future life. It is a never-ending process of growth.

### **EDUCATION REASONING**

Its purpose is to develop one's understanding so that the experience one has at the time can be extended to a subsequent encounter and used to solve problems in one's life. Furthermore, schooling is designed to develop both the person and his ability to live in a social environment.

## EDUCATIONAL THEORY

After looking at the principles that are generally associated with point, we will now identify and explore a few points of training.

### The training points

- Minimum Qualifications;

They should provide people with the bare minimum of skills: to gain a foothold in the public eye and to search for more information

This is the least debatable of the points recorded. It is critical that everyone in our community understands how to read, compose, and work out effectively in order to go about their daily lives.

You must understand that an individual's identity is unimportant. He wants the skills to competently handle his tasks.

- Professional Development;

At every point of our adult lives, we should be able to use both our heads and our hands. We can't all be clinical specialists, designers, attorneys, or educators; instead, a few of us should be handymen, carpenters, electricians, and technicians. Regardless of the job you've learned, you should explore areas outside of your immediate area so that you can help yourself if you're in a pinch. Our education should aim to make us valuable not only to ourselves, but also to the entire population.

- Creating a Passion for Learning

Our educational framework incorrectly emphasizes information acquisition as a necessary evil. While no one would argue with using obtained information to make money, traveling for information can be beneficial in and of itself. Schooling has intrinsic value, which means it does not need to be considered as a constant source of material gain. When you read books for pleasure rather of breezing through an exam, for example, it not only gives you pleasure but also helps you to improve your lingo. This will also have a variety of effects on your point of view. As a result, our education should continually promote our

quest for information, because it is beneficial not only to the individual but also to the entire country.

- Developing a Critical Mindset

This point of teaching seems dubious to say the least. Individuals who are critical of their activities are often not valued by government officials, private school proprietors, or bosses in general. In a popularity-based paradigm, however, analysis is critical. Our educational preparation should enable us.

- As a goal of education, the majority rules system

When you look at our educational system, you'll notice how traditional and dictatorial our schools have stayed. Going to class is not a pleasurable experience for the average adolescent. For the children, school is a painful experience that they must endure. But does it have to be that way?

What causes it to be this way? Who is to blame for the fear of authoritarianism at school?

- As a goal of education, the majority rules system

In some manner, the traditional educator feels himself to be a one-of-a-kind individual who knows everything and has the honor of instilling knowledge and morals in each youngster who crosses his path.

Anyone, including the youngster's parents, should not and cannot test how he does it. He believes it is his inalienable right to mold and shape "the child according to his own will." When all is said and done, what he teaches in class isn't nearly as important as how he teaches it. He must never contact or change the old example note that he has been discussing with each gathering of young people that comes around.

- Education with a goal of popular government

He uses it with students of all ages as they progress through the school. He most likely shown the materials he is using now to the youngster's father years ago.

Education's Explicit Philosophical Goals and Objectives

- The National Education and Training Policy

The Policy expresses several objectives and goals that build the basis of the instructive points and destinations, which include the following:

- Patriotism
- Instilling public awareness and solidarity in students

Education Worth System's

### **Explicit Philosophical Goals and Objectives**

The need of instilling the proper kind of important value and disposition in individuals as well as the entire society should not be underestimated. You should be aware that the focus here is on the development of proclivities and viewpoints that will encourage individuals and the broader public to engage in beneficial activities.

#### **□ Academic Preparation**

Scholarly preparation is concerned with the brain's preparation for comprehending the world around it. You should realize that the objective is to promote positive perspectives that will help to make the world resemble a collection of countries while also making an individual aware of the real world around him.

"The acquisition of appropriate mental and physical abilities, capabilities, and encounters as hardware for the person to exist in and contribute to the improvement of the general public." You should be aware that this declaration of point and objective look to provide people with the information and abilities necessary for them to find their place in society and contribute to its turn of events.

## **MEANING AND SCOPE OF PHILOSOPHICAL FUNCTIONS**

### **Philosophical significance**

In light of contrasts in the world, people analyze reasoning in a variety of ways. The various perspectives of individuals have reflected disagreements about the status quo and how man fits into the larger scheme.

### **Philosophy's Importance**

The following is how these Greek words are deciphered: The word 'philia' means agreeableness, love, or love. The term 'sophia' then refers to the highest level of scholastic, particularly philosophical brilliance that the human brain is capable of and that is the result of interpreting nature for its own good. The two theories would combine to form frame theory, which may be translated as "adoration for intelligence."

### **Theory**

Reasoning has been defined as a psychological propensity that exists in both science and religion. It is concerned with real proof in relation to the world, just as science is. When it comes to anything claimed about God or man, reasoning, like religion, is never obvious. A strategy of refining difficult thoughts and proclamations regarding our life experiences in order for us to fully comprehend them.

### **Reasoning**

#### □ The Purpose of Philosophical Investigations

Understand that philosophical request is about the following areas of study: • an in-depth explanation of why man is in a particular condition on the planet; • an explanation of the concept of information and its relevance to human existence.

An examination of theories and criteria that drive social behavior and are referred to as "lucky or unfortunate," or "laid in stone." The study of theory as a subject examines the research that has an impact on human life and the presence of various goods on the planet. In addition, the subject examines and explains important subjects such as life, joy, and time, fate, and indecency, among others.

Savants make an attempt to categorize data. They try to recognize information's qualities. They try to track down the origins and sources of information.

The standards that guide our social activities are also a source of concern for reasoning. This is referred to as morality or moral reasoning.

- **Philosophical Functions**

The employments of the subject to us as humans and as individuals from a wide public are the elements of theory. Theory, according to certain modern masterminds known as Analytic academics, is a review that essentially rearranges and examines concerns and articulations related to various disciplines in order to enable us to appreciate them better.

- **Philosophical Functions Logical Function**

This is concerned with the analysis and explanation of ideas, issues, and statements in order to enable us to comprehend the topics of various disciplines. This scientific ability is regarded as a necessary component of reasoning.

- **Normative and Theoretical Function**

The psyche is an incredibly important tool for theorizing. The brain is a gift to man that allows him to think about himself, others, and the world in general. With it, he can make educated guesses about things he doesn't know; he can imagine things that are both possible and, strangely, unfeasible. It is worth noting, however, that when we think about things or make hypotheses about them, we do it in the context of our society and social environment.

- **Philosophy's Functions Persuasive Function**

Savants are always rousing the teaching interaction. Some teachers use fills in like Plato's Republic and others as a reference book since they gain a lot of knowledge from them and can use it to influence their exercises. Each member of the general public has an ideal for something and strives to realize it. In the Republic, Plato's ideal is one in which education serves as a major criterion for awarding social positions and responsibilities. Individuals should be trained in this manner in order to enable them to achieve self-satisfaction.

- **Philosophy's Functions Prescriptive Function**

Each country has its own challenges that must be addressed. It's natural for everyone to contribute as much as they can. Despite the fact that logicians have a lot to contribute, they are occasionally excluded from the dynamic cycle. This appears to have made things worse. For example, one would expect logicians to be remembered for the arranging before adopting another instructional or social arrangement in the country.

- **Philosophy's Functions Prescriptive Function**

Such promises would be beneficial to all parties involved. Some instructive intellectuals in the country believe that the lack of a philosophical foundation in Africa is to blame for our inventive efforts. They also blame the country's social and political insecurity on the philosophical establishment's shortcomings. As a result, a philosophical answer has been developed to aid in the defeat of these challenges.

- **Philosophical Functions Co-ordinating Function**

Due to the fact that any remaining disciplines are based on theory, reasoning cannot be considered as a threat to its future. Theory has specified different obligations for itself, given the way these disciplines have determinedly set up their understanding foundation. The fact that there are currently such areas as theory of science, reasoning of sociology, reasoning of law, and reasoning of schooling, among others, demonstrates the dedication that a particular way of thinking has to learning.

The direction of instructional contact is determined by the educational program, while reasoning is the cornerstone of the educational program plan.

The effective requesting of topics in order to develop information, capacities, and demeanor in our children is known as educational plan configuration. Because the outcomes of educational plan design are so important to the educational cycle, we can expect philosophy to play a big role in the shaping of training for a specific object, where information and social perspective are vital components of theory. In view of the fact that reasoning is involved, the abilities mentioned are indeed basically educated.

### **Theory as a Tool for Curriculum Development**

Regardless of whether educational plan is viewed as an all-encompassing relationship between the instructor and his learner or as a catch-all term for school subjects such as arithmetic, language, expressions, health, and physical education, among others, educational program is reliant on way of thinking because of the motivation it receives from theory.

### **Philosophy's Implications for Education**

As you can see from the preceding, it is apparent that one's way of thinking has far-reaching implications for education. If we accept that the basic task of the educator is to impart information abilities and morals, and that these components are rooted in way of thinking. It is critical for the educator to pay attention to theory. It's critical to use the brain as an effective tool for believing that something isn't a problem. It's impossible to be an engaging educator if you act before you've had a chance to think. As a result, theory prepares instructors to think, and this connection energizes his students.

The instructor should consider himself a country developer in the truest sense of the word, as one whose exercises are led by a focused educational program. The country looks to him to educate so that the workforce required to man the many areas of liability is competent and compelling. As a result, theory aids the educator in better understanding his task. Theoretical knowledge also aids the educator in comprehending his country's public and educational goals. As a result, it is critical for the educator to connect the principles of thinking to instruction so that he can use information to give the informed and gifted people needed for the country's development.

Theory has accepted a safer job in the long run by limiting itself to examining and explaining concepts and articulations. It also tries to solve problems in human life and improve our understanding of the subject of life in general.

## **EDUCATION AND PHILOSOPHY**

### **Philosophy and Education are linked.**

It's important to know that the apparent philosophical tendency in making men "basic" is to make the instructor or teacher "self-basic." This is meant to depict the innate desire for assurance that everyone has. "This solid predisposition is, to a limited measure, the wellspring of every single human accomplishment," writes Aminigo (1999:11). The researchers have sent a request for clarification from the remarkable wayfarers." This fact brings reasoning into a close relationship with education, which aims to provide people with information in an appropriate manner.

As a result, the basic mentality that is developed improves human knowledge and paves the way for the construction of objective convictions standards. It encourages specialists (instructors and teachers) to be receptive in their instructional methods by allowing their convictions and choices to be subjected to greater scrutiny and examination.

Thinkers examine hypotheses, suspicions, propositions, explanations, and value judgments in order to validate them. The logicalities and textures of any example in training are explained during the procedure.

By gaining self-reflection, analysis, and examination, theory equips the instructor to deal with instructive challenges. He analyzes and evaluates the legitimacy of standards. Dewey (1966) describes the relationship as "very tight," stating, "Theory of instruction is definitely not an outer utilization of instant plans to an arrangement of work on having a profoundly distinctive beginning and purpose." It's basically an unmistakable collection of ideal mental and moral proclivities in the face of the challenges of modern public life. At that time, the most infiltrating meaning of reasoning that can be provided is that it is the notion of education in its broadest stages.

### **Philosophy of Education's Beginnings**

The use of philosophical procedures, speculations, strategies, and norms for the clarification and arrangement of instructive issues is referred to as instructional reasoning.

It is a method of thinking that is used in practice. Nonetheless, many savants have different perspectives about it.

Using the techniques, activities, and methods of theory in exploring concerns of formal tutoring, reasoning can also be utilized to instruction.

In its most basic form, thought is the hypothesis of instruction.

- **Expansive-based strategy**

Schooling reasoning takes into account broad-based claims of norms that project the wider public's goals. Occasionally, the goals of an ideal society are articulated and used in a less developed society.

According to Akinpelu (1981), it is "a projection of any neighborhood's social, financial, political, and social presence culminating in thinking the ideal society we could wish to live in." In a figurative sense, informative perspective argues that preparing as a method can be used to cultivate the National Policy on Education, which is the government's course for accomplishing public aims. It is a broad affirmation of focuses with a lot of stated general prepared principles, which would later be unraveled for simple application at a pair of levels of instructive theories and practices.

- **Philosophy's Approach**

We want you to understand that here, vast viewpoints' philosophical speculations are superimposed or applied to informative concerns. Realism, Idealism, Humanism, Existentialism, Pragmatism, Naturalism, and other viewpoints are examples.

- **Scientific Methodology**

The instructor considers teaching reasoning to be a "surprise." It provides expert preparation for the educator by instilling in him a basic mentality and rational approach to problem-solving. This scientific methodology is the most recent and one that highlights the instructor's expertise. In both thinking and schooling, examination recognizes and explains ambiguities and irregularities inborn in specific words, concepts, and issues.

It makes people believe that teaching is basically about reprimanding and breaking down words, concepts, hypotheses, suppositions, and so on. You should be aware that it is used to discern legitimate applications, clarify ambiguities, irregularities, and idiocies, and, as a result, make the instructor and the teacher more consistent in resolving educational concerns. It is extremely useful in answering both philosophical and instructive questions.

### **The Importance of Education Philosophy to the Teacher or Educator**

You've focused on the concept of training as a style of thinking and the approaches used to address educational difficulties. Here you will learn about the importance of schooling reasoning to the instructor or teacher.

Schooling reasoning is a useful and applicable way of thinking for instructors, supervisors, and teachers. To them, it's a never-ending search for new ways to deal with educational difficulties.

It is unavoidable for instructors or teachers to have the ability to think things through thoroughly without adolescently tolerating issues for the sake of being allowed.

Through philosophical reasoning, the instructor or teacher should be able to perceive the value in the ramifications and consequences of many instructive topics. Theory of education is a way of determining realities, instructive criteria, and hypotheses, as well as judging them, that is exact and objective.

Plato, Socrates, Thomas Aquinas, John Locke, John Dewey, Rene Descartes, and other amazing educators were incredible logicians. As a result, it is obvious that a good teacher should obtain information about thinking styles. The educator can choose to study, examine, and integrate the findings of his instructive efforts by cultivating a basic disposition.

Furthermore, Okujagu (1997:17) summarizes the value of instructors' thinking and theory of education as follows: It professionalizes the teaching position. It teaches the traits and points of instruction, as well as the doubts that lurk beneath the surface of all schools and

instructional practice. It also educates the educator about the beginnings of instructive contrast.

It supports the use of instructional hypotheses by examining them for their benefit; it aids instructors in expressing their own methods of thinking; it provides them with individual academic instructive; and it empowers them to influence the instructive tactics that they use. Philosophy's Implications for Education

The instructor should consider himself a country developer in the truest sense of the word, as one whose exercises are led by a focused educational program. The country looks to him to educate so that the workforce required to man the many areas of liability is competent and compelling. As a result, theory aids the educator in better understanding his task. Theoretical knowledge also aids the educator in comprehending his country's public and educational goals. As a result, it is critical for the educator to connect the principles of thinking to instruction so that he can use information to give the informed and gifted people needed for the country's development.

Philosophy's Implications for Education

Theory has accepted a safer job in the long run by limiting itself to examining and explaining concepts and articulations. It also tries to solve problems in human life and improve our understanding of the subject of life in general.

### **Curriculum as a concept in education**

Every school, every homeroom instructor, every generation, and every country should ask themselves, "What should be educated?" What are the pupils supposed to do in response to this question? The villain's learner has been operating as a spy for him. Furthermore, it is frequently an issue of how he should be trained in order to obtain the best possible outcome. Researchers have been attempting to describe educational programs since the early twentieth century. There is no clear, agreed-upon definition of what a "black person" is at this time. The Stanley and Shores curriculum is defined as "an array of prospective experiences generated in the school with the ultimate purpose of disciplining children and

adolescents in group viewpoint and behaving," according to an ancient definition. These encounter setups are ostensibly intended to be informative.

Tanner and Tanner define educational program as "organized and directed learning encounters and planned learning encounters shaped through the deliberate remaking of information and experience under the sponsorship of the school for the student's continuous and determined development in close to home social capability."

Recognize that the two definitions are appealing in introducing the elements of encountering in the educational program's concept. In other words, an instructional program isn't just a stale collection of facts.

Despite this, Stanley Shore's definition lacks a number of genuine elements. For example, we require you to understand that it ignores the components of information or pooled human understanding, as well as the individual impact on the growth of the student, opting instead to focus on the social aspect. The perspective provided by Tanner & Tanner is a superior choice for coping with these flaws.

### **Organization of an educational program**

The Means-End Method is a technique or rule that all educational strategies must follow. This is a fun method to emphasize the importance of using the greatest tools possible to achieve a goal. The goal can have a wide range of features, and the interaction between them can be intricate. Many additional, more intricate arrangements may not require a certain order to get at the declared findings and resultant ends, and they can be depicted in perfect independence from one another. The current situation does not take everything into account.

The variety and quality of the food produced are frequently linked to the methods by which people receive food. A software engineer chooses and coordinates activities to help students accomplish the types of advancement they desire as part of the goals for this form of education.

### **The Characteristics of School Subjects**

The goals that are aspired after in today's education are multi-reason and complex.

You should understand that any sensible activity to achieve these goals should divide the responsibilities into distinct, logically limited jobs. This is usually accomplished by incorporating the educational arrangement into school courses such as number juggling, history, English, stringent tests, and woodworking. Every unit in these disciplines has a limited area of objections, which is especially appropriate for the typical purpose (shut). These activities, on the whole, create certain common memories, as evidenced by the significance associated with the objectives for each situation.

### **Creating a Well-balanced Curriculum**

The following elements should be addressed while creating a fair educational plan: The concept of information that human intellect has had for a long time. The student's concept, capacity, and formative stages, as well as his or her hobbies.

Students will learn about lifestyle and social requirements, as well as build skills, abilities, and viewpoints that will help them fit into this culture and society. You must understand that these elements combine to form a good educational program, which is one that addresses all areas of human development, including physical, scholastic, passionate, social, extraterrestrial, monetary, political, and societal.

### **Integration of educational programs**

The process of educational program combination can be used to teach on the current issue of information blast. By doing so, the educational plan developer will be able to observe the connections between various branches of knowledge while also being specific about the amount and type of data to be remembered for the educational plan, ensuring that the fundamental essential components of each space are not overlooked. For any circumstance, his focus is on the items that will help the learner become a fully developed individual as well as a significant and productive member of his general public.

### **The Education Program of John Locke—Relevance to Education**

In John Locke's opinion, an educational program should be relevant to education. John Locke emphasized the need of a good schooling methodology. All things considered, the child should be allowed to feel free, be calm, and active in class, but not to go too far. He suggested that practical learning and the use of visual aides would be beneficial. He recognizes that a child may make an effort to learn only those things that are important to him. He kept track of several subjects for future study, such as English, French, Latin, math, cosmology, calculation, topography, history, and so on. An adolescent must select subjects that he believes would be beneficial to him. He believes that rather to just the school, young people's training should conclude with an expedition to expose them to their complete environment. There will be no schooling for the children of poor people. They should be apprenticed to a trade, but only if the trades are all equivalent. The informative considerations of John Locke have an impact on the enlightened foundation.

Locke believes that the best approach to show a child is to treat them as an equal and to encourage their academic and mental development. In the regular course of things, the children of the poor would have been learners for another job. This is due to the fact that education is so expensive that it is unthinkable for parents to educate their children to a level that will enable them to contribute to society. As a result, they take a large number of youngsters and send them to a variety of professionals in order to get their children educated.

People should be responsible for their own lives, according to Locke. The National Education Policy also supports legal regulation. The emergence of a huge number of private schools in our major cities and rural areas demonstrates this. Finally, Locke notes that many schools employ a variety of tactics.

Dewey's views on education are not entirely consistent with those of other logical thinkers. They believe that the educational curriculum should be built on the youngster's entire experience with the general public.

According to Dewey, the educational program should include an examination of the jobs and connections that provide man's basic needs. Following this instructional program, the

"basics" - namely food, shelter, clothing, family furniture, and so on - should come first, followed by the extravagances.

□ **In John Dewey's opinion, education is a good thing.**

He also stated that the educational program should be based on the interests of the students, rather than being divided into disciplines.

All things considered, an educational plan is not a predetermined program, that is, it is not a suitable program to be learnt or demonstrated in a sequential manner. It isn't fixed, and it isn't supposed to be fixed. Perhaps it should be updated on a regular basis to reflect the changing interests and lives of the youth. All of this implies that children should be given the opportunity to engage in self-action and develop self-drive. They should not be overworked in the study hall and should be given regular opportunities in class to participate in any action of their choosing.

Dewey opposes traditional liberal education because it is intellectual. He is a believer in functional education. The most effective way to learn is through practical experience. Discipline should not allow for the possibility of action.

In the eyes of John Dewey, the concept of curriculum in education is an educational program.

### **Dewey's Curriculum's Importance in Education**

Dewey's illuminating ideas have had a significant impact on education. It may interest you to know that Dewey's vote-based approach to learning has a meaningful impact on education.

Children are being given more opportunities to express themselves and participate in activities.

Instructors and school leaders now accept learners' concerns or evaluations with more significant arrangement and compassion, whilst beatings are no longer used. As a result,

as Dewey advocated, there is a more just approach to deal with punishment in schools and study halls.

Finally, Dewey campaigned for an educational framework that would address the fundamental needs of the general public and students.

In the eyes of John Dewey, the concept of curriculum in education is an educational program.

At this time, you should be aware that these basic requirements include food, shelter, clothing, and housing. As a result, logical, specialized, and professional schooling that can address these needs should be prioritized.

### **Philosophical Thought Schools**

Philosophical modes of thinking have aided in the resolution of training challenges. Traditional methods of thinking, such as optimism, authenticity, naturalism, humanism, and scholasticism, and reformist ways of thinking, such as sober mindedness, existentialism, and Reconstructionism, are two major differences. As you will see, these styles of thinking have frames of convictions and attributes about people and the broader public.

Traditional schools believe that there are absolute and timeless norms of real aspects, and that the display of eternal and general qualities should be emphasized by the educational system.

Change is the substance of the real world, according to reformists. They also acknowledge that training is always done during the period of development when no qualities can be fixed.

Plato, René Descartes, Augustine of Hippo, Kant, and George Berkeley were among the most prominent proponents of vision. You'll see how dreamers believe the truth lies beyond what can be seen, observed, or expressed. Ideas are a genuine factor of incalculable value or significance. You can see from the above that Plato and other idealists understood the existence of ideas, which they called the marvelous world, and the real world, which

they called the shadow world. The former is a lovely, extremely permanent and permanent ultimate and explicit reality, whilst the latter is a defective indicator of this present reality or extreme real circumstances. They acknowledge that the concept of human transcendence of the material world takes precedence over the materialistic concept.

The Idealists strongly believe that education should not only be a means of cultivating unique consciousness, but also that otherworldly self-training should encourage people to focus on enduring or universal traits. To the extent that the moral request is set or all-encompassing, instruction should be geared toward character development; nonetheless, the pursuit of truth necessitates individual discipline. Through an instructive cycle, the Romantics emphasize selfawareness.

Obstructions to the ownership of certainty and virtue should be removed through education. It is the most often used method of enlightening what the youngster's mentality currently contains.

The educator carefully manages the introduction of ideas without actually offering any new ideas, but enlightens the students. The educator aids in the exposure of the youngster's current thoughts. He is an adult who, due to the justice of his position, understanding, and information, is closer to the ideal of character and hence deserving of copying.

He is rightfully held up as a model of all that is good, right, and just.

They believe that a school or organization should provide proper guidance, clean air, and a conducive learning environment.

The optimists proposed a logic-based method for realization, emphasizing viable and decisive arguments. This should energise both internal and external information and cognition. It encourages the use of action techniques to develop self-awareness. The child is expected to participate in all learning activities and to ask questions about society, people, events, and ideas.

The visionary educational program encompasses disciplines that can improve a student's knowledge and awareness, as well as enable him to comprehend his otherworldly capabilities.

The visionary education program suggests a variety of subjects, including:

- Mathematics
- Creative expressions
- Language skills,
- Scientific skills,
- Normative skills, and
- Aesthetic skills

Aristotle (156 – 162 BC), Thomas Aquinas (1225-1274 AD), Francis Bacon (1561-1626), John Locke (1632-1704), David Hume (1711-1776), Alfred Whitehead (1864-1947), Bertrand Russell (1872-1970) are some of the most famous proponents of credibility. You can see that there are basically four different forms of reliability.

- Realism in Religion (scholastism)
- Material (realism) authenticity
- Natural (authenticity) authenticity (Naturalism)
- Pragmatic sincerity (Pragmatism)

The pragmatists, as you will soon discover, believe that the world is real. What you see and come into contact with is real. As a result, matter is genuine. This reality is not only stable, but also constant, and it is governed by various laws. Matter is a definitive reality to the pragmatist, and tangible things exist independently of the brain. Regardless of whether or not it is taken into account. The world is governed by its own set of laws over which the human brain has no influence.

The pragmatists acknowledge that the brain is clear or void (tabula raza) when a child first enters the world, but that as the child grows, different sense impressions are created on his psyche. The importance of sensory experience as a source of knowledge is emphasized. As a result, they regard it as a solitary obligation to discover anything or truth, and as a result, they place a premium on essential logical revelations.

Authenticity is important in education since real knowledge and topics are required. Professionals and researchers, they agree, should be created. Their focus in school is on

establishing good habits and living according to moral requirements, upholding absolute virtue.

All educational endeavors should make an effort to clean and compose on the tabula rasa or to clear the mind with authentic articles. As a result, education should provide information obtained from outside sources rather than from within. The student's brain resembles an empty tank in another engine vehicle that needs be filled with fuel from a filling station and piled high with information through schooling.

The instructor communicates with the learner through sending and receiving information.

Education entails disseminating a wide range of material that has been well investigated and proven to be a topic that students can comprehend. Pragmatists provide a viable method of teaching and learning. The young man tries to get control over his actions in order to absorb the professors' assurances in the subjects they teach. The coach has been arranged, and the training focuses on discipline. A coach is a cultural agent who is based on information and hence a transmitter of truth that is relevant to the youngster.

Because the pupils acknowledged that societal interest and universal requirements are more basic than single interests and wants, the educational curriculum is society-focused rather than childcentered. You should now know that they emphasized a broad-based educational strategy with some core courses that the children must provide. Except for the movement of basic standards from the known to the obscure and from the simple to the complicated, these central themes should be identical at all stages of learning. You've seen how their philosophical ideas have been examined as you've read the instructive repercussions of honesty.

Because the learners recognized that societal interest and general needs are more important than solitary interests and requirements, the educational program is society-centered rather than childcentered. You should now realize that they concentrated on a broad-based instructional arrangement for various middle subjects that the students are supposed to contribute. With the exception of the growth of fundamental concepts from the known to the unknown and from the simple to the complex, these focal subjects should be nearly

same at all levels of learning. You've seen how their philosophical ideas have been evaluated as you've read about the educational ramifications of legitimacy.

Thales (16th century BC), Jean Jacques Rousseau (1712-1778), and Jean Heinrich Pestalozzi were the naturalists' main defenders (1746-1827).

The naturalist admits that the presence can be a reasonable or coherent explanation. Overall, everything has a common sense interpretation, which implies something. Thales was well aware of this, and he dominated the data collection approach for specific reality. Nature is authentic, and it can represent the entirety of reality. It is the total number of jobs accomplished as a result of the plan, space, and regular law. You want to understand that just nature exists for them, and that thought and reason derive from it. For them, nature is fantastic, significant, and enticing, talented, and magnificent.

Following your perusal of the naturalist's argument, you will most likely anticipate that these confirmations will influence their perception of preparing. As you might assume, naturalists understand the importance of resources in the learning process because data is obtained from them. The laws of nature should be followed when creating an educational system. The child should be informed based on their level of development, which considers the natural path of his psychological and physical development. When used to its full potential, guidance is a method of socialization and a tool for public advancement. Nonetheless, nature is the best instructor who can assist the youngster in making decisions based on its laws and resources.

Tutoring does not have to be a lifelong commitment. It is the very essence of life. As a result, the primary goal of preparation should be to enhance children's future happiness. When preparing for learning, consider the child's development, individual differences, and level of exertion. To accommodate the learner's solid learning, instructional strategies will vary and possibly be sweeping. Many people, as you have seen, place a high value on a young person's tutoring. A teacher's job is to keep a student away from the bad society and people. The teacher should be an external eyewitness and facilitator of exhibiting materials and the environment as needed. He created a learning environment that allows the youngster to progress from the familiar to the unfamiliar in the traditional edge work.

Regardless, school is not essential, and the portion of the school where play and errand methods should be used should be taken over by local living space. □ Naturalists are opposed to the use of violence and constantly educate children about their fears, needs, and abilities. The child is allowed to do so and will be rewarded, but if he does something bad, he will be rejected. Naturalistic thinking is linked to supporting mankind in being a better individual by realizing that it has more freedom to choose what is beneficial to it than it is compelled to.

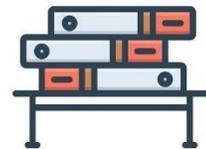
### Assignment

With clear illustrations, discuss the philosophies that shape the education system of your country.



### References

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