

A STUDY ON RELATIONSHIP BETWEEN EDUCATION AND PHILOSOPHY IN MODERN TRENDS

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Abstract

Education and Philosophy, the two disciplines, is very closely related and in some areas they overlap each other. It is quite often said that, 'Philosophy and Education are two sides of the same coin'. 'Education is the dynamic side of philosophy'. Education is practical in nature and philosophy is theory. It is not vague to say that theory and practical are identical. The educator, who has to deal with the real facts of life, is different from the arm chair theorist who is busy in speculation. Philosophy is a way of life. In a wider sense philosophy is a way of looking at life, nature and truth. It sets up the ideals for an individual to achieve them in his life time. Education on the other hand is the dynamic side of philosophy. It is the active aspect and the practical means of realizing the ideals of life. Education is a sacred necessity of life, both from the biological and sociological point of view. It is focused on integrating with education and philosophical principles and ideology of intellectual principles are using in the transaction in the modern trend.

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INTRODUCTION

Education and philosophy, the two disciplines, are very closely related and in some areas they overlap each other. It is quite often said that, 'Philosophy and Education are two sides of the same coin'. 'Education is the dynamic side of philosophy'. To elaborate further, 'Philosophy and Education are the two flowers of one stem, the two sides of one coin. One can never be thought of without the other. The presence of one is incomplete without the other. The art of education cannot be completed without philosophy and philosophy cannot convert others to its aims and values without education. There is a close interaction between the two; one without the other is unserviceable.' Education is practical in nature and philosophy is theory. It is not vague to say that theory and practical are identical. The educator, who has to deal with the real facts of life, is different from the arm chair theorist who is busy in speculation. But a close observation of the various interpretations of philosophy will prove that these two are nothing but the one and same thing seen from different angles. Philosophy is the study of the realities, the pursuit of wisdom. It is not mere theorizing but something which comes naturally to every individual. A person who goes deep into the reason and nature of things and tries to arrive at certain general principles with a view to apply them in his daily life, is a philosopher. Philosophy is a way of life. In a wider sense philosophy is a way of looking at life, nature and truth. It sets up the ideals for an individual to achieve them in his life time. Education on the other hand is the dynamic side of philosophy. It is the active aspect and the practical means of realizing the ideals of life. Education is a sacred necessity of life, both from the biological and sociological point of view. It is true that education works like a catalyst for a better life, a social desirable life. As a pot is made out of clay and a finished product comes out of raw material, so also from the immature child comes out the civilized man through education.

Education renews and re-builds the social structure in the pattern of philosophical ideals. Human being, who is born and grows up with inherited propensities, determines the basic trails of man, but education paves a long way for his success in life. Education according to Indian tradition is not merely a means to earn living, nor is it only a nursery of thought or a school for a citizenship. Rather, it is the initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue.

RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION

The basic relationship between philosophy and education can be analyzed as follows. It is philosophy, that provides the purpose or the aim and it is education which makes it practical. Philosophy shows the way and education moves on in that direction. When we define education as the modification or behavior, the direction in which, modification to be carried out is determined by philosophy. Thus philosophy deals with the end and education with the means. In fact, we can observe that the great philosophers of all times have been also great educators. For example, Socrates and Plato, the great philosophers, were also famous educators.

A teacher is not a teacher, in true sense of the term, if he/she is not able to discover the relationship between philosophy and education. According to Thomson, every teacher should realize the importance of philosophy in education. Good philosophy thus would not only conceive the type of society which is needed in the society. It is philosophy which would give to the teachers a sense of adventure. A true teacher should have knowledge of the subject he/she teaches the pupils and the society. He/she should also have the moralistic sense which comes from philosophy. The choice of students must cater to the principles and purposes of philosophy. Choice of curriculum needs philosophers or leaders of thought. With the change of time and circumstances, the curricula also changes and this change can be brought out by philosophers alone. The necessary conditions should be fulfilled so that the child is allowed to go in a free atmosphere with the ultimate aim of becoming a happy and a rightly adjusted person of the society. The learning process is an active way of doing things; hence the curriculum for the child should concern itself with the realities of life. As far as the methods of teaching are concerned, it can be said that the child is influenced; to give a particular shape to his life by the way he is taught. The philosophy of the teacher is reflected in the child by his method of teaching. So the course of life of the child is definitely influenced by philosophy. Here comes the utility of philosophy.

The Education- philosophy relationship may be further pointed out as given below:

1. According to **Alfred Weber** "Philosophy is a search for comprehensive view of nature, an attempt at a universal explanation of the nature of things a person who searches into the reason and nature of things, who tries to arrive at a general principle, and who attempts to apply those principles to daily conduct of life, acts like a true philosopher. According to John Dewey, philosophy is "critical reviewing of just those familiar things."
2. **Raymont** argues, 'Philosophy is an unceasing? To discover the general truth that lies behind the particular facts, to discern also the reality that lies behind appearances.
3. "What is life? What is man's origin? What is man's destiny or goal? These are some of the questions of philosophical enquiry. Different philosophers try to answer these questions according to their own mature reflection and thinking. These different answers lead to different philosophies.

THE MAJOR BRANCHES OF PHILOSOPHY

Philosophy is in reality the theory of education. In other words, education is the dynamic side of philosophy, or application of the fundamental principles of philosophy. Philosophy formulates the method, education its process. Philosophy gives ideals, values and principles, those ideals, values and principles. A philosopher tries to live in accordance with those aims and values and also wants others to be converted to his beliefs and live according to them. This he can achieve through education which is the best means for the propagation of his philosophy. Neo-Darwinism gave rise to the Prominence of the principles of struggle for existence, cut-throat competition, gradual process of adaptation of the purposiveness of life intellectualism and man's faith in reason. Emphasis on knowledge received universal acceptance. In 20th century, the two world wars, and the consequent mass destruction wrought by the application of science, gave rise to less of faith in mere intellect. Humanism, faith in higher principles and values of life, character development and emotional integration gained greater impetus.

1. Metaphysics or the discussion about the nature of ultimate reality and the cosmos: Metaphysics is the study of the most general features of reality, such as existence, time, objects and their properties, wholes and their parts, events, processes and causation and the relationship between mind and body. It includes cosmology, the study of the world in its entirety and ontology, the study of being categories metaphysics a major point of debate is between realism, which holds that there are entities that exist independently of their mental perception and idealism, which holds that reality is mentally constructed or otherwise immaterial. Metaphysics deals with the topic of identity. Essence is the set of attributes that make an object what it fundamentally is and without which it loses its identity

while accident is a property that the object has, without which the object can still retain its identity. Particulars are objects that are said to exist in space and time, as opposed to abstract objects, such as numbers, and universals, which are properties held by multiple particulars, such as redness or a gender. The type of existence, if any, of universals and abstract objects is an issue of debate.

2. Epistemology or the theory of knowledge: Traditionally epistemology, the theory of knowledge, has focused on knowledge of the first type, propositional or factual knowledge of the sort where “I know that bears are mammals” is paradigmatic. However, the present book culminates in prioritizing the fourth sort of knowledge. It portrays the pivotal use in practical terms, pivoting on the question of how we go about the business of inquiry—of securing tenable answers to our questions. As Aristotle already indicated, human inquiry is grounded in wonder. When matters are running along in their accustomed way, we generally do not puzzle about it and stop to ask questions. But when things are in any way out of the ordinary we puzzle over the reason why and seek for an explanation. And gradually our horizons expand. With increasing sophistication, we learn to be surprised by virtually all of it. We increasingly want to know what makes things tick—the ordinary as well as the extraordinary, so that questions gain an increasing prominence within epistemology in general.

3. Ethics, the theory of morality: The field of ethics, also called moral philosophy, involves systematizing, defending, and recommending concepts of right and wrong behavior. Philosophers today usually divide ethical theories into three general subject areas: metaphysics, normative ethics, and applied ethics. Metaphysics investigates where our ethical principles come from, and what they mean. Are they merely social inventions? Do they involve more than expressions of our individual emotions? Metaphysics answers to these questions focus on the issues of universal truths, the will of God, the role of reason in ethical judgments, and the meaning of ethical terms themselves. Normative ethics takes on a more practical task, which is to arrive at moral standards that regulate right and wrong conduct. This may involve articulating the good habits that we should acquire, the duties that we should follow, or the consequences of our behavior on others. Finally, applied ethics involves examining specific controversial issues, such as abortion, infanticide, animal rights, environmental concerns, homosexuality, capital punishment, or nuclear war. By using the conceptual tools of metaphysics and normative ethics, discussions in applied ethics try to resolve these controversial issues. The lines of distinction between metaphysics, normative ethics, and applied ethics are often blurry. For example, the issue of abortion is an applied ethical topic since it involves a specific type of controversial behavior. But it also depends on more general normative principles, such as the right of self-rule and the right to life, which are litmus tests for determining the morality of that procedure.

4. Aesthetics or the discussion of beauty: Traditionally, aesthetics is the branch of philosophy dealing with beauty or the beautiful, especially in art, and with taste and standards of value in judging art. Theodor defines Aesthetics as the science of the beautiful. For him, an object is beautiful if it is able to arouse in us a special feeling, which we call the 'sense of beauty'. Aesthetics consists of the sense of beauty'. It is characterized by love of beauty. It is concerned more with pure emotion and sensation and less with pure intellect, it means, broadly, devotion to beauty and primarily to beauty as found in art and in whatever is attractive in the world around us. So any study of beauty is it natural or man-made can be called aesthetic. The quest for beauty is inherent in every individual.

5. Logic or the study of ideal method of thought and reasoning. Philosophy influences even the daily life of every individual: As a way of opening up philosophical questions about logic to those whose introduction to logic has been of the more traditional formal kind. It has been our experience — and that of countless other teachers of logic — that the traditional approach, of plunging students straight into the formalism of logic, leaves so many lacunae in their understanding that additional instruction in the philosophy of logic is sooner or later seen as a necessity. Our own preference, of course, is to preempt these sorts of problems by introducing logic, from the outset, as an integral part of philosophy — to be more specific, as that part of philosophy which serves as a foundation for mathematics, but whose most intimate philosophical ties are with metaphysics on the one hand and with epistemology on the other. But those of you who do not share our pedagogical predilections on this matter may nevertheless find that Possible Worlds will help your students, later if not sooner, to understand why logic is as important to philosophers as it is to mathematicians.

An educator not only holds certain beliefs and ideals of life, he also tries to convert his pupils to his own views and his own way of life. The influence of a person, holding a vital belief, brought to bear upon another person with the object of making him also to hold that belief, is education. Thus education means to lead out, through the modification of the native behavior of the child. Education is a laboratory where philosophic theories and

speculations are tested and made concrete. Education may, therefore, be rightly called applied philosophy. Philosophy is wisdom; education transmits that wisdom from one generation to the other.

CONCLUSION

The modern trends in Philosophy and education, it is reality the theory of education. In other words, education is the dynamic side of philosophy, or application of the fundamental principles of philosophy. Philosophy formulates the method, education its process. Philosophy gives ideals, values and principles, those ideals, values and principles. A philosopher tries to live in accordance with those aims and values and also wants others to be converted to his beliefs and live according to them to the modern trends. This he can achieve through education which is the best means for the propagation of his philosophy. Neo-Darwinism gave rise to the Prominence of the principles of struggle for existence, cut-throat competition, gradual process of adaptation of the purposiveness of life intellectualism and man's faith in reason. Emphasis on knowledge received universal acceptance. In 20th century, the two world wars, and the consequent mass destruction wrought by the application of science, gave rise to less of faith in mere intellect. Humanism, faith in higher principles and values of life, character development and emotional integration gained greater impetus.

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