

UNDERSTANDING THE RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION

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ABSTRACT

Philosophy is a way of life that may help one achieve their educational goals, hence there is a natural connection between education and philosophy. Learning, including the acquisition of information, abilities, dispositions, and identities, is what education is all about. Education is the process of fostering the growth of skills that allow one to shape his surroundings and realise his potential. Learning entails picking up practices, facts, and techniques that allow the student to accomplish what he or she could not do previously. It is a mental activity by means of which skills, attitude, appreciation and ideas are learned, resulting in adjustment of actions. Philosophy's high speculative power has a significant effect in shaping the way individuals think. As a society, we need to have a firm grasp of the significance of teaching philosophy to young minds, especially in the elementary grades. Education is key to achieving this objective, but only if it is grounded on sound philosophy.

Keywords: Philosophy, Education, Childhood, Values, School

I. INTRODUCTION

The term "education" may refer to a vast variety of things and is thus difficult to define. Like a diamond, the idea of education changes appearance depending on the light hitting it. Every person, whether they are a scientist, a priest, a philosopher, a psychologist, a statesman, a teacher, a shopkeeper, or a merchant, seems to have his or her own definition of education, which is impacted by their own view on life and their limited prior experience in a particular subject. "From the wide point of view, every life wisely lived is education," as William H. Kilpatrick put it. Every aspect of one's environment—whether social, cultural, political, home, geographical, etc.—can have an impact on one's education, and vice versa. Education may also be defined as "something which enlarges our perspectives, increases our insight, sharpens our reactions, and stimulates our mind and feeling."

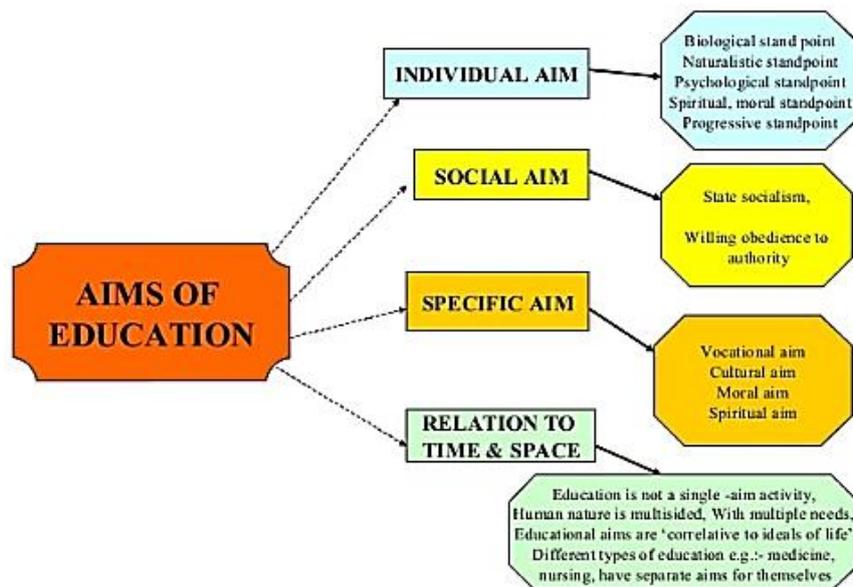
Philosophy is the study of fundamental questions about meaning and reality via primarily theoretical rather than empirical inquiry. It represents the human need and desire to learn more about one's identity and the universe in which one exists. The Western tradition of philosophy has stayed loyal to its original definition as an intellectual search for truth. Hinduism is a very spiritual tradition that has always placed a premium on an experiential understanding of Truth. Philosophy is an all-encompassing body of thought concerning the character of humanity and the world in which we find ourselves. It's a manual for daily life because the problems it solves are fundamental and all-encompassing, dictating our actions and how we relate to others. Therefore, it is safe to claim that every facet of human existence is guided by some sort of philosophical principle. When it comes to academic fields, philosophy is among the very first. Many people think of it as the "mother" of all the other scientific disciplines. In fact, it's the basis for learning anything at all. The content of education has also been derived from a variety of philosophical viewpoints.

Like philosophy, education has deep roots in the human experience. Philosophy has a significant impact on education since it is such a fundamental part of human existence. Theoretically and

practically, educational methods, processes, policies, planning, and execution are all heavily influenced by different branches of philosophy, such as political philosophy, social philosophy, and economic philosophy.

II. PHILOSOPHY AND AIMS OF EDUCATION

Our worldview shapes how we approach every educational conundrum. Although few explicitly state it, any educational system must have an objective, and that objective must be viewed in the context of the overall goal of one's life. Philosophy defines the purpose of human existence, whereas education suggests means to that aim. Education shows us how to put these principles into practice, while philosophy introduces us to them. This is why it's important to think about what really matters in life while designing a curriculum, enforcing rules, or even just setting up a classroom. These principles are only an educational philosophy, which is really a philosophy of life. Everything that is done in a classroom has purpose because of philosophy. When there are disagreements in the classroom, we must look to philosophical principles as our primary guidance. All of our educational efforts need to be focused on the same thing. The purpose of education is tied to the purpose of one's life, and one's life's purpose is contingent on one's prevailing worldview at any given moment. Therefore, a philosophical basis for education is necessary.



Intentionality in education results in several desired outcomes. The purposes of education are tied to the aims of life. The philosophy of the period gives shape to these goals. "Unless we have some guiding principle in the setting of aims, we reach nowhere at all," said Bode. It is the task of philosophy to articulate the purpose of human existence, while the field of education provides recommendations for realizing that goal. The purposes of schooling are influenced by a variety of theories and ideologies. Each of the three main schools of thought—idealism, realism, and pragmatism—has different recommendations for what students should learn in school. Self-improvement is a central tenet of idealism, whereas survival is more important to naturalists and socialization is advocated by pragmatists. Similarly, the goals of education have varied greatly from one nation to the next. Education in India, for instance, aspires to promote "freedom, equality, brotherhood, and justice." In contrast, education in China attempts to mould students into productive citizens who will serve the national interest. Because of its central role in establishing the goals and

objectives of education, philosophy may be seen as the driving force behind the transformation of schooling into a meaningful endeavor.

III. IMPORTANCE OF PHILOSOPHY OF EDUCATION

Education has traditionally been understood as a means through which a person gains the many physical and social skills necessary to participate effectively in the community in which they reside. In its purest form, education is a social good that can bring about positive change in the world.

Education, in this view, is to a country what one's brain is to one's body. It seems to reason that a diseased mind will be impaired in its ability to control and coordinate the body's movements. We may now claim that education is the most important social-control mechanism or set of instruments for country development based on this evidence. Education is the bedrock of a nation's progress, thus it's crucial that it be built on solid philosophical ground. This is true because serious reflection is central to the philosophical process. Therefore, serious consideration of schooling is required here. A good education is one that fosters in its students an inquisitive disposition toward their studies, an interest in probing the fundamental questions of the universe, and a desire to ensure that the many pieces of knowledge they acquire fit together to form a coherent whole that can be used to explain it.

Philosophy motivates one to reason about reasoning, and it helps one become a better reasoned by allowing them to be more specific, comprehensive, precise, and consistent. Philosophers use logic to debate the nature of good and wrong. Knowledge and how it is acquired is also a topic of discussion. In light of this, it is imperative that all students study the core areas of philosophy, including logic, ethics, epistemology, and aesthetics, so that they may develop their capacity for critical, incisive, and coherent thought. Philosophy is the only discipline that can force us to think creatively, which is something the vast majority of people struggle to accomplish on their own.

IV. NEED OF PHILOSOPHICAL EDUCATION

The Norwegian author Justin Guarder penned *Sophie's World*. He teaches philosophy to students in middle school. Understanding the development of Western philosophical ideas is made much simpler by reading his works. Also, he helped me see how much space for improvement there is in terms of our current level of philosophical education.

Everyone knows that the word "philosophy" has its roots in ancient Greek. The term originally meant "a passion for knowledge." This was a lifelong passion for and dedication to learning. Quote by Aristotle: "Plato is dear to me, but truth is dearer yet." It's solid evidence that the philosopher values knowledge above everything else.

However, it is essential that we see that philosophy is not the only philosopher. It's true that ever since humans developed the ability to think for themselves, questions about the cosmos, the natural world, and the essence of human existence have been raised, giving rise to the discipline of philosophy. Human "truth" may be defined as the process of exploring the interplay between humans and their environment. The method, as Jaspers put it: "The essence of philosophy resides not in the mastery of truth, but in the ongoing study of truth. "Philosophy" denotes "the search for truth." No other time in a person's life will compare to childhood in terms of curiosity in the outside world. Similarly, no other group in the community is more dedicated to seeking the truth than the philosophers.

During the transition from infancy to early childhood, children's cognitive and physical capacities grew, allowing them to take an active interest in their surroundings. Around this time, kids started asking questions like "All things are man-made?" that adults would find puzzling. I want to know why my bunny died. Is there anything in heaven? Why is the sun and moon still up there if we're all going to die? Even a superficial exploration of these issues is sufficient to take one to the pinnacle of philosophical thought. Inquisitive kids will ask things such, "What is the earth we live in?" as they investigate their environment. Why does water always flow downhill?" Those can be rather particular. That there is only one way to uncover the solution is a scientific conundrum, not a philosophical one.

When it comes to young minds, the lines between science and philosophy blur. There are two types of thought when contemplating the world. This also suggests that we should consider children's inherent qualities when we instruct them in the philosophy of life. Children and adults require diverse approaches to learning philosophy, just as they do to learning other subjects.

We need to accommodate children's natural growth, and one way to do so is through philosophical education for children, as we saw above. The need for philosophical training is external, since it is tied to the progress of the times. Actually, we do have access to philosophical programmes in the United States. Even before the Qin dynasty, philosophers were preaching and writing down their theories to pass on to the general public. In instance, the teaching of the Confucian classics to students of the school was not an example of a philosophical education. Traditional and strictly academic philosophy has failed to represent the complete range of philosophical ideas in the modern era due to the fast evolution of the times. Philosophy may also be used to a variety of different fields.

The foundational years of schooling are crucial to a person's growth and development. When children are young, they are at a pivotal stage in the formation of their personalities, character traits, and skillsets. The acceptance of philosophical education at the present moment is a necessary condition for the progress of the times. The most successful approaches to education are found to be "acceptance-style" passive learning and "mechanical" training. The capacity to actively acquire and master knowledge is just as important as teaching children basic theoretical knowledge. Quality of thought and philosophical considerations are central to this instructional approach.

V. SIGNIFICANCE OF PHILOSOPHY EDUCATION

Protecting children's philosophical character is one of the key goals of philosophy instruction at the elementary level. This "loving knowledge" attribute is not only a commendable trait in a person, but it has the potential to become a major factor in the growth of any community or nation.

- **Protecting children's philosophy**

Correct philosophy education may supply timely and scientific protection and direction in the blooming era of children's philosophical research. This not only improves the healthy development of children's spirit but also contributes to the evolution of human ideas, consequently boosting the progress of the entire society. First of all, in the children's spiritual growth, once the children's behaviour of investigating the universe is favourably improved, their collected philosophical experience will help them to preserve their curiosity, sensitivity, and curiosity after being separated from their youth. Second, the process of philosophical education is also a process of growing children's aptitude to be effective at questioning and critiquing. This competence is vital in any field. Socrates once claimed that life without thought is not worth living. We believe that only when human people possess the skill of disputing and evaluating philosophical thinking, can human society continue to grow, and vice versa, it will slip into ideological rigidity and pointless repetition in the middle of a difficulty. Finally, philosophical education at the basic school stage is also useful to the birth of philosophers from the most utilitarian point of view.

However, the purpose of philosophy education is not to create every kid as a philosopher, but to train children's thinking abilities in the process of philosophical education and methodically teach philosophies to children in the form of dialogues. Things have a critical attitude and keep their mind active, making them inventive. "Let them learn to think in a philosophical way.

- **Improve children's thinking quality**

The intellectual calibre of one's thoughts is referred to as "thinking quality." The cultivation of thinking quality has been proved to be a breakthrough in the enhancement of intellect through educational trials. Individual variations in intelligence can be seen in the form of "thinking quality," which is defined as "the intelligence characteristic of thinking activity." It is essential that children have their "absurd" inquiries inspired and directed in the right way so that they can grow in a logical,

dialectical, and creative way during their formative years. Positive direction can be found in a philosophical education because of the unique speculative nature of philosophical disciplines.

There are no immediate tangible results in philosophy like there are in mathematics, physics, etc. The impact it has on people is subtle. It's useless and offers no real benefits. Its significance gets swept away by the currents of time. Similarly, philosophical education ought to begin with a focus on the whole person. Children can benefit from a philosophical education in the context of social and family education, and the entire society can be advanced via the development of suitable philosophy courses in schools or the merging of philosophy and conventional fields. The capacity for philosophical reflection allows society as a whole to construct public institutions that can meet children's interest and curiosity, so maximizing the children's potential for thought and cultivating in them a philosophical and truth-seeking attitude.

- **Establish children's correct outlook on life**

Philosophers, even in Confucian China, were considered the wisest of the "knowing people" and "adults." Philosophy, being the study of the wisdom of human beings, continues to have a place in the world today. A common saying among ancient Greek philosophers was "people, know yourself." Philosophers argue over the meaning of life and the cosmos in the city-states' central plaza. Since the goal of education is to help people live fulfilling lives, it stands to reason that teaching philosophical concepts is crucial.

Contentment comes from the capacity for thought. The 19th-century philosopher Meier distinguished between "high level" and "low level" happiness in human beings. The happiness attained via philosophical reflection is classified by him as "great bliss" and physical. Moreover, children may learn dialectical thinking through philosophy education, which will help them learn to turn their life's hardships into opportunities for growth and fulfillment. It is envisaged that one of the most significant goals of philosophical education in basic education will be to assist students in developing dialectical unity.

VI. CONCLUSION

The pursuit of education is a normative one since it is motivated by the needs of society and the principles of social justice. There is no aspect of educational theory, policy, or practice that is immune to the influence of these ideals and imperatives. Philosophy is crucial for the study and practice of education in a democratic society because it is a form of inquiry and a discipline that enhances the ability for contemplation and reasoned deliberation.

The field of educational philosophy is deep and multifaceted. Working in the field exposes one to a rich variety of philosophical perspectives, which is a major perk. One more is helping educators and policymakers use this information in the real world. The greatest writing in the field manages to satisfy both academic and professional standards, a difficult balancing act that is emblematic of the unique skill of writing on this topic.

Education is the driving force behind human civilization's forward movement, yet the ultimate answer to each educational conundrum is shaped by our worldview. Philosophy provides us with a set of principles to live by, and education teaches us how to put those values into practice.

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