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LEARNING AND TEACHING NURSING

FIFTH EDITION

A Book on
- Nursing Education
- Educational Technology

As per the Revised INC Syllabus for BSc Nursing, 2021
(Also Covering the Old Syllabus)

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CHAPTER 2

Philosophy and Education

LEARNING OBJECTIVES

After completing this chapter, reader will be able to:

- ❒ Define philosophy.
- ❒ List down the branches of philosophy.
- ❒ Identify the relationship between philosophy and education.
- ❒ Define educational philosophy.
- ❒ Explain idealism as an educational philosophy.
- ❒ Explain pragmatism as an educational philosophy.
- ❒ Explain realism as an educational philosophy.
- ❒ Explain theistic realism as an educational philosophy.
- ❒ Explain humanistic existentialism as an educational philosophy.
- ❒ Explain eclecticism as an educational philosophy.
- ❒ Explain the philosophy of nursing education.

In the history of mankind, civilization did not bring happiness to his life. In his search for happiness, perfection and truth, he was forced to find answers to certain vital questions related to his existence in nature, value of life and universe. This attempt by man to solve his worries through seeking solutions to many unaddressed issues led to the development of a new discipline namely philosophy.

MEANING

The word *"philosophy"* has been derived from two Greek words *"Philos"* and "*Sophia".* Philos means "Love of" and Sophia means "Wisdom". Thus, philosophy means love of wisdom. Philosophy is search for wisdom and truth. Knowledge is a constituent of wisdom and wisdom helps us to analyze the facts in the process of finding relationships. Wisdom, which is a combination of intelligence, knowledge and initiative helps us to recognize the value of life and to identify our place in this world. In the simplest form we can say philosophy is the values and beliefs every individual has in his life.

Philosophy is love of wisdom. Love is a strong desire to achieve something. Wisdom is the right application of knowledge. Thus, philosophy motivates to acquire knowledge and its right application. We can grow properly only through acquiring knowledge and its right application. Philosophy helps us to develop good values that are essential to lead a successful life. Philosophy makes one responsible for his own life. It also helps us in making ethical choices and realizing our potential.

Philosophy helps us to know who we are by "Inquiring within". By doing introspection we can easily find the meaning of our life and thereby our place on earth. Philosophy helps us to solve problems in life by finding suitable solutions. Advice and wisdom comes down to us through philosophy. We have little control over our circumstances but have complete control over our way (attitude and ability) of reacting to a circumstance. Philosophy helps us to choose

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the right way of reacting to a situation. We are finding the meaning of our life by reacting to a situation in a proper manner. Thus, philosophy is good at explaining abstract ideas, it helps us to understand **"what is"** and **"what is to be".** In short, philosophy helps us to lead a successful life by understanding present and preparing for the future.

DEFINITION

- According to Brightman, "philosophy is an attempt to think truely about human experience or to make out whole experience intelligible". This definition correlates philosophy with the thinking process and thereby explaining rationale behind the human experiences. Moreover, this definition indirectly highlights the need of philosophy for a better understanding and living.
- Henderson says that philosophy is a search for comprehensive view of nature, an attempt at a universal explanation of nature of things. This definition focuses on reality and truth.
- In Raymond's opinion, "philosophy is unceasing effort to discern the general truth that lies behind the particular facts, discern also the reality that lies behind appearances". This definition more precisely deals with the reality of life and truth.

BRANCHES OF PHILOSOPHY

A discussion on the branches of philosophy will help you to follow the forthcoming discussion with minimum effort. As a discipline, philosophy has got five branches, namely *epistemology, logic, metaphysics, esthetics and axiology.* Epistemology deals with the origin and sources of knowledge. Logic is concerned with the systematic study of knowledge and its inter-relationships. Metaphysics deals with the ultimate true nature of things. Esthetics studies about the beauty and harmony in life. Axiology is concerned with the nature of morality and value.

RELATIONSHIP BETWEEN PHILOSOPHY AND EDUCATION

Philosophy is the science of knowledge and knowledge is the antidote to ignorance. By eliminating ignorance, we can bring about behavioral modification. Education is a planned and purposeful activity with several aims, but the ultimate aim is to bring about the behavioral modification of the learner. To bring about behavioral changes, we have to formulate certain predetermined objectives of education based on values, ideas, beliefs, attitudes and social needs. Philosophy as the science of sciences, philosophy as the mother of all arts, provides the prerequisites required to formulate the objectives of education. Education is always directed by predetermined objectives, thus philosophy directs education. Education without philosophy is blind and philosophy without education is meaningless. According to Ross, education and philosophy are the two sides of a coin, presenting the views of the same thing. Hence philosophy and education are closely related. Philosophy deals with the abstract actions of life and education deals with the active actions of life. Any system of education is influenced by a philosophical viewpoint. Philosophy explains the nature as well as the sources of knowledge and how to validate it. Philosophy guides the educationists in the selection of valid knowledge. The contributions of philosophy in determining the nature of educative process, the nature of learner and the nature of teacher-student relationship is widely appreciated. Previously discussed five branches of philosophy is providing a sound basis for the curriculum development, development and practice of teaching methodology and character development of students. The concept of morality and value system are also influenced by philosophy.

Educational philosophy provides a vision for education. If philosophy is the love of knowledge then education is the acquisition of knowledge. Traditionally education was

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viewed as a disciplinary process. Philosophy only guided education from the disciplinary process to the present child-centered education. Educational philosophy clarifies concept and analyses propositions, beliefs and theories of education. A philosophy-based vision is essential to understand the new trends in the educational system, especially the contemporary educational movement.

The educational process depends on four fundamental aspects: The educational institutions, teachers, curriculum and the students. Correlation between these four aspects is essential for educational process. Philosophy helps to bring out correlation between these four aspects. Philosophy is concerned with generating knowledge and education is concerned with acquiring or imparting knowledge.

Education may be regarded as the practical aspect of philosophy and philosophy is the intellectual aspect of education. Both philosophy and education go hand in hand. Education depends on philosophy for its guidance and philosophy depends on education for explaining its concepts in a meaningful manner.

EDUCATIONAL PHILOSOPHY

Philosophy is search for wisdom and truth. Philosophy directs education by providing certain guidelines. In a way, education is the application of philosophy or philosophy of education is applied philosophy. In short, educational philosophy is the application of philosophy, in an attempt to meet the challenges faced by the education system.

Definition

According to Beth Lewis, "educational philosophy or philosophy of education is a system of thinking about what education is for and how it should be done". According to this definition educational philosophy helps us to find answers for the following questions.

1. What is education?
2. What is the purpose of education?
3. Who should be educated and how?
4. What should be taught?
5. Why should some subjects be taught and not other subjects?
6. How student should be taught?
7. How should students be evaluated and disciplined?

In other words, educational philosophy try to answer questions related to all aspects of education like curriculum, valid knowledge, teaching methods and social considerations such as need for equity, freedom, authority and democracy in education.

In day-to-day educative process, "educational philosophy is the belief or guiding principles a teacher possess about "big picture" of education which include learner, classroom, school and society". As per this definition, every teacher needs to develop a philosophy of education and comes to the classroom with a unique set of principles and ideals that promote learning. In short, teacher need to be aware of her own educational philosophy.

Functions of Educational Philosophy

From the above discussion, we can summarize the functions of educational philosophy as follows:

1. Assist in determine various aspects of education like aims, purpose, curriculum, teaching-learning process, etc.
2. Contribute in defining the role of teacher, learner, school and society in the educative process.

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3. Assessing properly the influence of crucial factors affecting modern education. Crucial factors affecting modern education are developments in cognitive neuroscience, access to information and change in job market.
4. Preserving core values of education.
5. Assist education system in addressing challenges effectively.
6. Assist teachers to perform effectively by developing a suitable educational philosophy.
7. Prepare youngsters to use the power of philosophy in life.

A sound philosophy of education is based on an adequate philosophy of life. Philosophy serves as the source of objectives required by education. Education and philosophy reciprocate each other. Different philosophers, based on their view regarding the life, developed different types of educational philosophies namely idealism, naturalism, pragmatism, realism, theistic realism, eclecticism, etc. In one way or other these philosophies are serving the purpose of guiding the education system. In order to enrich the forthcoming discussion, let us briefly discuss the influence of philosophy in the cardinal areas of education like aims of education, nature of the learner, teacher-pupil relationship, curriculum, teaching methodology, discipline and the role of teacher in education.

- **Philosophy and aims of education:** Role of philosophy in determining the aims of education is a widely-accepted fact and different philosophies have formulated different aims of education.
- **Philosophy and curriculum:** Curriculum is the sum total of all the activities and experiences provided by the school to its pupil in order to achieve the aims of education. To a great extent, content of the curriculum is determined by the philosophy and various philosophies recommend different contents for the curriculum.
- **Philosophy and methods of teaching:** A teaching method will help the teacher to conduct teaching activity in an agreeable, student friendly and successful manner by initiating and maintaining a link between the subject matter and the student. A method is essential for the construction and organization of knowledge. Critical thinking is essential to device a method. As philosophy is a way of thinking, definitely there exists a relationship between philosophy and methods of teaching. Based on their respective beliefs, different philosophers recommend different teaching methods.
- **Philosophy and teacher:** Teacher enjoys a significant role in the educational process as a facilitator of learning. It is the duty of the teacher to help the child to develop a philosophy of life, which embraces the body, mind, career and relationships. Nothing will come out of nothing, so a talented teacher should be oriented to the philosophy and apply this philosophy in the thinking process and in the teaching activity. Each philosophy is maintaining its own reservations regarding the qualities of a teacher.
- **Philosophy and discipline:** In the simple sense, discipline is the conduct of the pupil and most of the philosophers are very much interested in this particular aspect of education. Philosophy determines the nature and types of the discipline.

For convenience, while discussing individual philosophies in detail, the above mentioned aspects are categorized under a major heading, namely "educational implications".

Importance of Education Philosophy

From the above discussion itself we can understand the importance of educational philosophy. Philosophy provides vision for education. It also helps in formulating definition, goals and meaning of education. Educational philosophy is needed to determine aims of education, formulate curriculum, device methods of teaching, explaining the nature of learners and teacher and selecting the type of discipline.

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Educational philosophy helps to understand the educational process. It explains concepts and assumptions related to educational theories. Philosophy explains the role of student in educational process. Traditionally, education is viewed as a disciplinary process. Educational philosophy only helped education to move from the traditional view to the present child-centered education.

Philosophy is concerned with generating knowledge and education aims at imparting knowledge. Educational philosophy synthesizes various types of information and experiences to generate knowledge. Generating knowledge is a philosophical activity without which no education is possible. Thus, we can say the philosophical basis of education is rooted in the branch of philosophy known as epistemology. Epistemology deals with the origin and source of knowledge.

Perry says "As far as education is concerned philosophy is neither inevitable and normal". His words underlines the importance of educational philosophy.

EDUCATIONAL PHILOSOPHY AND THE TEACHER

Teacher should have his own philosophy of education. Then only he can fulfill his responsibilities as a teacher. Educational philosophy helps the teacher to find solutions for problems related to teaching. It is only through a philosophy of education one can determine the curriculum, the textbooks, the methods of teaching, methods and standards of evaluation and methods of maintaining discipline, etc. Hence, the teacher should have an educational philosophy.

The study of educational philosophy helps the teacher to critically evaluate his teaching and make necessary changes in his teaching. Philosophy has the potential in provoking for changing and rejects some of our beliefs, develops analytical and logical skills and reasoning. Educational philosophy clarifies concept and analyzes propositions, beliefs and theories of education. A philosophy-based vision is essential to understand the new trends in the educational systems especially the contemporary educational movements.

Relationship between educational philosophy and teacher will be more clear from the upcoming discussion of individual educational philosophies.

Philosophy of a Teacher

The best teacher is one who inspires the students. Thus, educational philosophy of best teacher is his beliefs about best ways to inspire students. Some of such beliefs are: (a) learning is a basic need of student like, food, shelter and clothing; (b) students need to be active participants in learning; (c) learning is a physiological activity involving the whole body; (d) students need timely feedback to improve; (e) each student is unique and has his own pace of learning; (f) exciting learning environment is a must for learning; (g) students need information, knowledge and skills and (h) students need tools and resources for effective learning.

EDUCATIONAL PHILOSOPHIES

Idealism

Idealism is the oldest philosophy. The word *ideals* is derived from the Greek word *"Iden"* which means *"to see"*. Plato is the father of idealism. Idealism believe that man is a combination of spiritual and material aspects, of which the spiritual aspect is more real and important. According to an idealist, spiritual nature is the essence of life and physical world is a visible evidence for the presence of a greater spirit invisible for us. Idealist gives more importance

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to mind and self rather than matter and body. Idealism regard spirit and intellect are of supreme value than physical matter. As per the idealism, individual experience is valid than the material world and man lives in the world of ideas rather than facts. Idealist also believes that the purpose of life is to know the ultimate truth and mind is not dependent on physical reality. As a spiritual being, man is the most beautiful and superior creation by God. The development of personality has been given priority in idealistic philosophy and believes that ultimate aim of life is the exaltation of the personality. The goal of learning and living is to transform the natural man into an ideal man by attaining physical, intellectual, emotional, moral and spiritual perfection. Idealism highlights the need for inculcating moral and cultural values in human life and advice effective utilization of moral and cultural values along with the spiritual value for controlling the physical environment.

Principles of Idealism

Idealists put forward the following principles to substantiate the validity of their viewpoints.

1. **Presence of universal mind:** Idealist believes that there is a universal mind and symbolize this universal mind as God. All knowledge and human life originated from this universal mind or God. Being a beautiful creation by God, ultimate aim of human life is the realization of God or universal mind. Even now this principle holds true as most of us thank God for giving a chance to live in this world and seek God's blessings for a smooth and successful living.
2. **Regards man as a spiritual being:** According to idealism, man is a combination of spiritual and material aspects, of which spiritual or mental aspect is more real and important. This spiritual nature of man is the essence of his existence and makes him distinct from other creations by God. Idealists believe that mind or spirit is not merely brain and its activity but it is a real thing with a separate entity. This statement is now inviting criticisms as more and more evidences are emerging from recent research works to support the relationship between brain and the concept of mind.
3. **The world of ideas and values are superior than the materialistic world:** Idealism believe in the worth of ideals or higher values. Higher values, which makes the human life more meaningful are not created by man. They have a prior existence as a gift from God to the mankind. The foremost aim of man should be the realization of these higher values. According to Plato, these higher values are truth, goodness, glory and beauty. Idealist also believes that attainment of these higher values will be possible only through the realization of God. This principle is really an antidote to varied problems prevailing in our highly materialistic and consumer-driven modern society. Addition of higher values to the day-to-day life will enliven our lives by avoiding problems.
4. **The real knowledge is perceived in mind:** According to idealists, knowledge attained through activity and creativity of mind is valid than the knowledge acquired through senses. This principle is against simple mugging up of bookish knowledge and recognizes the importance of critical thinking and activity in gaining knowledge or skill. Modern educationists consider critical thinking as an integral part of problem solving and problem solving is the most widely accepted method of learning, especially in nursing. The drawback of this principle is that it misjudged the role of senses in acquiring knowledge.

Educational Implications of Idealism (Fig. 2.1)

Idealism considers student as an individual with immense potential. Education should help the student to realize these potential. Curriculum should consist of those knowledge and experiences which help the student to attain development. The child should be taught the

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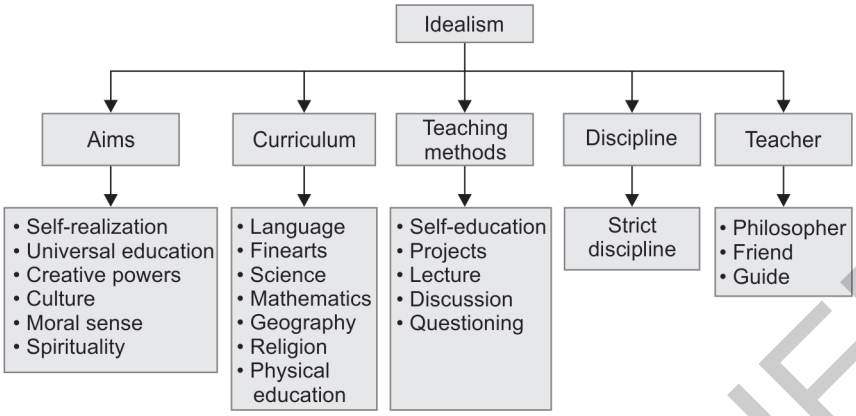

Fig. 2.1: Educational implications of idealism.

ways and means to acquire and verify knowledge. The teacher should impart essentials of knowledge and assist to develop moral and esthetic values in the child. As said earlier, idealism stresses more on the spiritual development of the child. Let us see these aspects in detail.

Idealism and Aims of Education

- **Self-realization:** Self-realization or development of self-image is facilitated by attaining full knowledge about the self. Human being is a wonderful creation by God and human life is the greatest or grandest work of God. JS Ross says that the education in idealism refers to the development of highest potential of the self. Education should help the child to develop the self-image or self-realization. This aim is widely admired due to its relevance in the present-day competitive world. In one or other way all human beings are blessed with enormous powers and potential. It is the duty of the education to assist the child to identify and nurture these innate hidden potential to the maximum level. Self-realization help us to find a place to settle and flourish in this world. In short, self-realization is a prerequisite for a dedicated and successful living.
- **Exaltation of personality through self-realization:** Education is for the exaltation of personality. In the words of an idealist, "education is for the exaltation of human personality and the exaltation of personality is based upon the concept of realization of the highest potential of the self in a social and cultural environment". Education aims to build a healthy personality, which is very adjusting with our immediate surroundings.
- **Universal education:** According to idealism, human race is one and every individual in the society need to be educated irrespective of the caste, creed, color and social status. Even in those days itself idealism recognized the importance of education in the socioeconomic development of nations. Low literacy rate in developing countries and nearly cent-percent literacy rate in developed countries justifies this aim of education. Major contribution of this aim to the education system is that it motivated many nations to accept the right for education as a birth right or a fundamental right.
- **Development of inventive and creative powers:** Idealism encourage man to change or modify the environment according to his needs and mould nature to suit his purposes through his inventive and creative skills. According to idealism, education must nurture the inventive and creative powers of man. Even though this aim sounds good, it is inherent with some deficiencies. Creative and constructive practice of this aim helped the mankind to survive by overcoming many challenges and fuelled all major inventions and achievements.

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Now, forgetting the judicious use of this aim, greedy modern man is using this aim in a destructive manner even by endangering the existence of the nature. If practised properly, this aim is really a blessing in the context of new challenges and misuse of it can lead to major disasters.

- **Conservation, promotion and transmission of cultural heritages:** Culture is very essential for the development of human potential and making culture prevail is the duty of education. Education helps the child to become aware about the culture and feel proud of it. Education also equip the child to contribute something to the cultural enrichment and its transmission to the future generations. Based on this aim, nations incorporate essence of their cultural heritage in the curriculum.
- **Bringing out or the enrichment of the cultural environment:** Let us see much about this aim from the words of an idealist, "idealism believe that man is responsible for the environment, especially for his immediate environment. The child can grow only, if the environment is suitable for his growth. Hence, preservation and enrichment of the cultural values in the environment should be the aim of education."
- **Development of moral sense:** The development of moral sense will help the child to lead a healthy life and to differentiate between right and wrong, good and evil. Moral sense will also help the child to admire truth, goodness and beauty. Considering this aim of education, many schools have included moral science in the curriculum.
- **Cultivation of spiritual values:** Idealism believe that man is essentially a spiritual being and gives prime importance for cultivating spiritual values through education. In idealism, eternal and unchanging spiritual values are considered as fundamental values of life. Education should help the child to lead a spiritual life so that he will be able to respect the spiritual worth and dignity of other people.

Idealism and Curriculum

Overall development of child is the aim of idealistic curriculum. To achieve this overall development, subjects which assist the child to develop morally, esthetically, intellectually and physically are included in the curriculum. Subjects like poetry, fine arts and religion promote moral and esthetic development, whereas subjects like language, science, mathematics and geography foster intellectual development. Invariably, physical education leads to physical development.

Idealism and Methods of Teaching

According to idealists, classroom is a spiritual setting where human minds interact and unite and students develop spiritually. Pestalozzi and Froebel are the two well-known idealist educationists contributed to the teaching methodology. Pestalozzi recommends self-education or self-activities of children. Froebel developed the popular method of teaching namely *"Kindergarten"*. Kindergarten method regard school as a garden, the teacher as gardener and students as tender plants intended to grow to beauty and perfection. Questioning, discussion and lecture method for teaching language, projects and imitation are some of the methods suggested by idealism. Idealism believe that by employing these teaching methods, students can receive knowledge and develop learning abilities with the help of the teacher.

Idealism and Discipline

According to idealism, self-realization is the prime aim of education and recommend strict discipline for the attainment of self-realization. Thus, idealism is against free discipline.

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Teacher has to impose strict discipline. Idealist believes that a disciplined mind only can attain the highest values of life namely truth, goodness and beauty.

Idealism and Teacher

Idealism reserves a high place for the teacher and recognize teacher as a philosopher, friend and guide. According to idealism, the best teacher is one who always inspires the students and serves as a role model to them. Idealistic concept regarding the inspiring teacher is genuine, as an inspiring teacher is considered as the best teacher by the modern students. Just like oxygen in the inspired air, inspiring thoughts and words are really inevitable to survive in this competitive word. An idealistic teacher has to guide the student for achieving the all-round development.

Naturalism

Rousseau and Aristotle have been the proponents of naturalism. Naturalism is concerned with natural self and believes that reality and nature are identical and beyond nature there is no reality. For naturalists, nature is everything and nothing exists superior than nature so they separates nature from God and allot no place for supernaturalism and spiritualism. With the help of physical and chemical laws naturalism explains the universe, the physical world, life and mind. This nature is governed by its own laws and man is regarded as a child of nature. External or heavenly values have nothing to do with the development of the child, whereas child grows and develop by himself as a result of brain function and contributions from the physical and biological nature of the world. Naturalists also believe that all our activities, whether it may be biological, psychological or social are initiated by our instincts. It considers matter as superior to spirit and gives importance to scientific method of observation and verification. Naturalism stresses the need to return to the nature from artificiality.

Definition

According to Hayward Joyce, naturalism is a system of which the salient characteristic is the exclusion of whatever is spiritual or indeed, whatever is transcendental of experience. This definition straightaway denies whatever is spiritual and supernatural.

Different Forms of Naturalism

Physical naturalism, biological naturalism and mechanical naturalism are the three different forms of naturalism. Physical naturalism believes that laws of physical nature govern the laws of human life and adherence to natural laws is essential for human existence. Biological naturalism strongly agrees with the theory of evolution and according to this philosophy, man being a descendant of ape possess animal nature and is devoid of any element of spiritualism. Mechanical naturalism views man as a mere machine devoid of spirit and soul and aims at training man as a good machine.

Principles of Naturalism

1. **Child-centered education:** In naturalistic point of view, prime importance has to be given to the child than teachers and others. This is the major contribution of naturalism to the educational system. The present-day education system is neither teacher centered nor subject matter centered but child centered only. Today, teacher's role is limited to a facilitator of learning.

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2. **Education as the natural development of the child's power and capacities:** Education pattern should coincide with the natural development and learning capacity of the child. To achieve this, education has to be planned according to the laws of growth and development.
3. **Negative education in early childhood:** In the early life of a child, simple persuasion is enough to initiate learning instead of forcing him to learn. This simple persuasive way of initiating learning instead of using force is known as negative education.
4. **Education should be based on child's psychology:** This principle advocates the need for considering individual difference among students. Individual difference in intelligence, temperament and emotions among students should be identified and taken into account while implementing the educative process. This principle is very much appreciated by the modern educationists. Nowadays the validity of educative process is determined by how well it is catering to the individual needs of students.
5. **The role of teacher should be that of a guide:** This principle is somewhat similar to the first one. Instead of passively transferring knowledge, the teacher has to arrange an environment with necessary opportunities and materials required for the personal development of the child and guide the child as and when needed. Qualities like love, sympathy and understanding for the child are essential for good teaching. In short, child should take an active role in the teaching-learning process than the teacher.

Educational Implications of Naturalism (Fig. 2.2)

Applied to education, naturalism considers child as a gift of nature with potential for natural growth according to the laws of nature. The child is an active individual capable of self-development. The aim of education is to develop the child as a healthy and active personality in a natural setting. The growth process must be natural and real without any interference from outside. The powers of the child should be developed in a natural way by allowing the child to freely interact with the nature. The curriculum should provide concrete and real experiences in a natural context. The child should be exposed to a variety of sensory and physical activities. The child learns by interacting with nature. Morality and character are learned indirectly with the help of natural consequences of behavior. Discipline is developed as a result of consequences of behavior of the child. The teacher plays the role of guiding the child in learning from nature. Using several methods, the teacher creates a congenial situation for the child to learn from nature. Importance is given to the development of individuality and a sense of freedom. Let us see these aspects one by one.

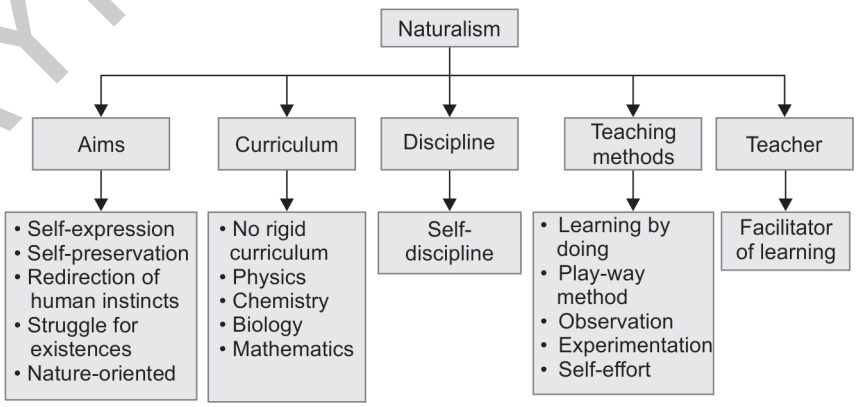

Fig. 2.2: Educational implications of naturalism.

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Naturalism and Aims of Education

According to naturalism, education should strive to attain the below mentioned aims:

- **Self-expression:** Naturalist believes that children should be provided with an opportunity to express their ideas and talents. The best photograph in the world is of no good, if it is still in camera, like that the talents of children cannot be judged and directed properly to reap results, if they are not expressed.
- **Self-preservation:** In naturalistic point of view, self-security or self-preservation is an unavoidable aspect in life and education should enable the child to develop these qualities. Self-preservation is the power to be ourselves but it is not self-centered. A person who respects and value himself is much more likely to be able to do the same for others. Self-preservation involves a sense of direction and helps us to identify the right direction in life.
- **Redirection of human instincts:** Naturalist believes that each child is born with certain instincts, which are the guiding force behind all human conduct. These instincts may develop improperly if they are self-directed by the child. Hence through education the human instincts have to be redirected for achieving socially desirable results.
- **Struggle for existence:** Naturalist says that individual child may have to face several painful and stress laden situations in the physical world. Hence children have to be educated in such a way that they will be able to struggle for their existence and able to adjust themselves with the environment.
- **Education according to nature:** While educating the child, his whole nature, i.e., tendencies, developmental status, capacities, instincts, likes and dislikes should be considered.
- **Perfect development of individuality:** Education should aim at developing the child into joyous, rational, balanced, useful and mature person.

Most of the above-said aims matches with the aims of modern education system but ignoring the spiritual and moral development of the child is considered as a major drawback of naturalism.

Naturalism and Curriculum

Naturalist maintains a unique view regarding the curriculum. As per naturalism, there is no need for a rigid curriculum and consider nature as a grand book from which children can learn everything to become an individual. Naturalist believes that subjects like physics, chemistry, botany, zoology, geography, history and mathematics should be taught to children with special importance to experience. These subjects should be correlated with the life around the child so that he can acquire most of the knowledge from the natural setting itself.

Naturalism and Methods of Teaching

- **Learning by doing:** Naturalism appreciate direct experience and believe in the principle of learning by doing.
- **Play-way method:** Play-way method is the brain-child of Caldwell Cook. He recognized that good learning is more often the result of spontaneous effort and free interest rather than compulsion and forced application. Since spontaneous effort and free interest are two main features of play, this method of teaching is called play-way method. Play-way approach enhances the quality of teaching by offering elements of freedom, interest, reality and spontaneity.
- **Observation and experimentation:** Observation is regarded as a direct experience and a yielding method when employed by a talented teacher. Observation simplifies the learning process and help the student in retaining the learned skills and facts. As naturalism believe in conducting experiments, children have to be provided with practical experience.

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- **Self-education or self-effort:** This is a classical contribution of naturalism. Now, more or less education is viewed as a lifelong process. Educationists all over the world unanimously agree that self-education or self-effort is inevitable in this era of knowledge explosion. The concept of self-education have motivated the modern educationists to consider education as a lifelong process. Thus, self-education is a classical philosophical thought of naturalism and recommend different kinds of assignments and activities for attaining all-round development through self-education or self-effort.

Naturalism and Discipline

Naturalism favors total freedom and oppose punishment or external discipline. Rousseau believes that child should be allowed to face the natural consequences of his actions and this exposure to consequences will naturally result in the development of self-discipline.

Naturalism and Teacher

In naturalism, teacher's place is behind the scene. Instead of passively transferring information, the teacher has to arrange an environment or stage with necessary opportunities and materials required for the personal development of the child and guide or direct the child as and when needed by adopting the role of a director or facilitator.

Pragmatism

Pragmatism adopt a midway between idealism and naturalism. The word pragmatism is derived from the Greek word *"Pragma"* means action. Pragmatism is otherwise known as instrumentalism or functionalism. Since emphasis is given to learning by doing and learning by experience, it is also called experimentalism.

Pragmatism originated in ancient Greece. Modern pragmatism originated in America and proponents of modern pragmatism include Charles Saunders Pierce, William James and John Dewey.

Definition of Pragmatism

According to Ross, pragmatism is essentially a humanistic philosophy maintaining that man creates his own values in course of activity, that reality is still in making and awaits its part of completion from the future. This definition emphasis on creation through continuous activity and states that certain values are essential for growth and development of the individual.

Forms of Pragmatism

- **Humanistic pragmatism:** According to this ideology, that which satisfies the needs, requirements, aspirations, objectives of the human beings and cater to the welfare of mankind only can be considered as true and real.
- **Experimental pragmatism:** As per experimental pragmatism, whatever can be experimentally verified is true or what worked is true.
- **Biological pragmatism:** According to this ideology, power and capacity possessed by human beings is valuable and enables him to adjust with his environment or change the environment according to his needs.

Principles of Pragmatism

Principles of pragmatism are: (a) Man is considered as essentially a biological and social organism; (b) Knowledge should be experimentally verified and it should be useful to the learner; (c) Pragmatism has faith in man's capacity to shape his destiny; (d) There are no

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absolute values. All values are relative. What works as useful becomes a value; (e) Only those theories which can work in practical situations are true; (f) Pragmatist is more concerned with the present and immediate future; (g) Pragmatism accepts only the knowledge which is empirical, i.e., which can be experienced at sensory level; (h) Only those ideas which can be realized in life are real.

Educational Implications of Pragmatism (Fig. 2.3)

In fact, pragmatism revolutionized the education system. Pragmatic trend in education is known as progressivism in education and the school based on pragmatic ideas was known as progressive school. Pragmatism considers the learner as a growing biological and social being ready to adjust to the environmental demands. The aim of education should be to prepare the individual to face the challenges of life, to face the problems and to solve them. Education must prepare the child to become an effective member of the community. It should also try to develop competencies in the child. Hence the curriculum should include those subjects and experiences which are suitable to the child's interests and needs. The curriculum should develop an attitude of inquiry, facilitate artistic expression, encourage constructiveness and sustain interest in the child. Deway suggests that curriculum should include varieties of activities of real life. The pragmatism advocates observation and experiment as methods of teaching. Deway advocates "learning by doing", which encourages the child to learn through activities. Deway considers discipline as a function of the teaching-learning situation. If the learning is made joyful and interesting, there is no need to use external rewards and punishments. A pragmatic teacher helps in organizing learning activities and guides the learner in his activities. Instead of providing knowledge in the ready-made form, teacher should encourage the learner to learn through active interaction with the learning situation. Let us discuss these aspects in detail.

Pragmatism and Aims of Education

- **Harmonious development of the individual:** Pragmatist believes that various growth-oriented experiences and different learning situations are essential for the harmonious development of the child. More and more growth accompanied by inculcation of new values will enhance the overall development of the child. Harmonious development includes physical, emotional, intellectual, social, spiritual and esthetic development. Harmonious

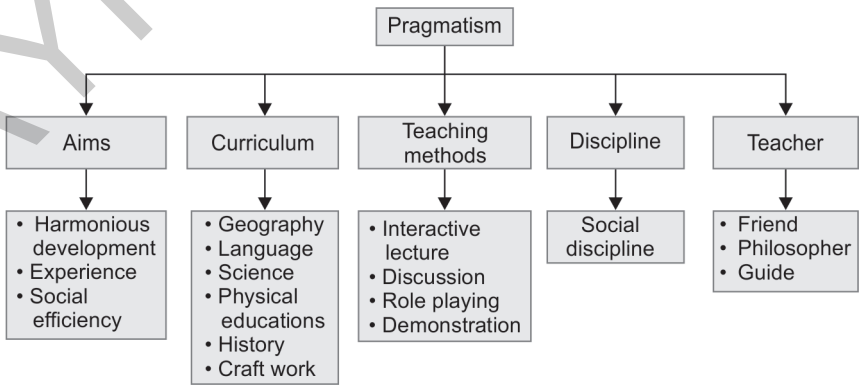

Fig. 2.3: Educational implications of pragmatism.

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development will prepare the child to face the challenges of life, to face the problems and to solve them.

- **Continuous experience:** Pragmatist recommends continuous and varied experiments to children in a graded way for enhancing the competency. Continuous and varied experiences can be provided only by reconstructing the experiences according to the capacity, interest and need of the child. Cumulative effect of all these experiences will influence the growth and development of the child.
- **Social efficiency:** Appropriate education helps the child to lead a productive life in the democratic society. Belief in democracy, flexibility, social efficiency, active participation in changing social order are the social dimensions of individual growth and these social dimensions are nurtured by quality education.

Pragmatism and Curriculum

Pragmatism suggest broad field curriculum and advocate underlying principles for curriculum construction.

- **Principle of utility:** Based on this principle those subjects, experiences and activities which can satisfy the present and future needs or expectations of the child should be included in the curriculum. Subjects like language, physical training, science, history, geography, agriculture and home science for girls should be included in the curriculum. This principle also recommend vocational and technical education. A curriculum which gives significance to practical knowledge and experience assists the child to acquire knowledge, proper activity and skills. Thus, utilitarian form of curriculum helps the child immensely in his growth and development.
- **Principle of interest:** Curriculum should be based on the child's interest. Subjects, activities and experiences that suits to the interest, aptitude, attitude and needs of the child should be included in the curriculum. Child's interest can be categorized into interest in conversation, interest in creation and expression, interest in investigation and interest in construction. Reading, writing, counting, art, craft work, natural science and other practical works will satisfy the varied interests of the child.
- **Principle of experience:** This principle focuses on the child's activity, vocation and experience. Student achieves experiences from the activities in the library, classroom, laboratory and playground. Co-curricular activities also form an integral part of the curriculum. Provision for various types of productive learning experiences in the curriculum will foster thinking capacity in addition to the development of social and purposeful attitudes.
- **Principle of integration:** This principle deals with the integration of various subjects and experiences. Pragmatist considers knowledge as a single unit. As a single unit, knowledge cannot be divided into watertight compartments or as separate subjects, not connected with one another. In order to develop the right concept and for proper understanding, various units have to be closely connected and correlated. Whatever is taught in the previous classes may have to be integrated with the new classes so that the child can sustain his development.

Pragmatism and Methods of Teaching

In fact, pragmatism revolutionized the concept of teaching. Pragmatist gives importance to the child than the book, teacher and subject matter. Pragmatistic methods are dynamic, vary from class to class and time to time. Pragmatism deny any outdated, lifeless and rigid methods of teaching. As students differ in their innate capabilities, no fixed or single method of teaching is suitable to entire students. For the first time, pragmatism recommended *participatory approach* of teaching, which is considered as an excellent approach by the current education system.

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