

Subject Matters & Theories of Philosophical Education

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Abstract

We will discuss here about some scopes of philosophy of education. We will also know the method of differences in education. The methods of education differs in various places. There are many kinds of theories of education.

Keywords: Method; Montessori; Class; Briefing.

1. Introduction

The application of philosophical theories into education is philosophy of education. This is also a branch of philosophy. It discusses about the basic problems of education. As an academic field, study involves "the philosophical study of education and its problems...its central subject matter is education, and its methods are those of philosophy". "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education.

2. Subject Matters of Philosophy of Education

The subjects which has been discussed in philosophy of education, they are the subject matters of philosophy of education. Philosophy of education can refer either to the application of philosophy to the problem of education, examining definitions, goals and chains of meaning used in education by teachers, administrators or policymakers. It can involve the examination of particular visions or approaches by researchers and policy-makers in education that often address contemporary debates and assumptions about innovations and practices in teaching and learning by considering the profession within broader philosophical or sociocultural contexts.

3. Basic Elements of Education

The basic elements of education are-Student, teacher, Curriculum and the educational institution. The philosophy of education discusses about these.

Method of education

4. Philosophical theories about education

- a) Idealism: Plato, Immanuel Kant, Georg Wilhelm Friedrich Hegel
- b) Realism: Aristotle, Avicenna, Ibn Tufail, John Locke, Jean-Jacques Rousseau, Mortimer Jerome Adler, Harry, S. Broudy
- c) Materialism
- d) Pragmatism, John Dewey, William James, William Heard Kilpatrick, Nel Noddings, Richard Rorty
- e) Naturalism
- f) Existentialism
- g) Aim of education according to Hebert Spencer
- h) Self-defence, Earning Livelihood, Rearing Children, Entertainment of pastime, Social and Political ability.
- i) Aim of education according to Rousseau

- j) Making child active; Helping children to get ability; Making active sensory organs of child; Development of mental ability.
- k) Herbert Spencer
- l) It will be helpful for the mental development of the student; It will be enjoyable for the student; It will give more knowledge; The education system will give concentration both in development of mind and body.

5. Education and Religion and Morality

5.1 Education

The idea of education is abstract. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. It is the field of study that deals mainly with methods of teaching and learning in schools. Three Latin words are influenced in the word 'Education.' Educare, Educere, Educatum. Educare means to bring up. Educere = out of ducare = controlling something. That means to lead out something or processing something. Educatum is connected with teacher and learner. It is important.

5.2 Religion

A Religion is a set of beliefs that is held by a group of people. There are many different religions, each with a different set of beliefs. The beliefs are about the world and the people in it, about how they came into being, and what their purpose is. These beliefs are often linked to supernatural beings such as God, a number of gods or spirits. They may also be linked to an idea such as a path that the spirit of each person should take towards goodness, truth and duty. This is called spirituality. Each religion has different ideas about these things. Each religion also has a "moral code" which is a set of beliefs about how humans should act. Taylor said, Religion is the belief on spiritual life. Max Muller said, "Religion is the observation of infinite life." Augburn and Nimkoff said, "The concept of human to the power of superhuman is religion."

5.3 Morality

A morality is a system of principles and values concerning people's behavior, which is generally accepted by a society or by a particular group of people. The morality of something is how right or acceptable it is.

Morality (from Latin: *mōrālis*, lit. 'Manner, character, proper behavior') is the differentiation of intentions, decisions and actions between those that are distinguished as proper and those that are improper. Morality can be a body of standards or principles derived from a code of conduct from a particular philosophy, religion or culture, or it can derive from a standard that a person believes should be universal. Morality may also be specifically synonymous with "goodness" or "rightness".

6. Relation between Education and Religion

- a) Making social-Both religion and education help a person to develop himself and express himself and to be social.
- b) Morality-By religion a human can be more moral which the aim of education is also.
- c) Welfare ideal aim-Both help them to be social and both have the welfare ideal aim.
- d) Development in religion -Both help a person to be developed in religion and to follow the rules of religion.
- e) Control of social life-Both of them control the social life of a person.
- f) Humanist-Both of them help a person to be humanist.

7. Influence of Religious Institution in education

Religious institutions are running from the ancient period. This influences a person to take education from an institution. Thus this influences on education. Even in the religious institution, there is the way to take formal education nowadays. Behavior.

- a) Culture.
- b) Ideal person.
- c) Development of aesthetic sense.
- d) Gather people of different classes.
- e) Development of morality.

8. Views of Moral and Religious Education

This education will be the complete education. That will help a person to develop himself.

Otherwise this education will fulfill the personal expectation of a person.

9. Main Principles of religious and moral education

- a) There must be decided the aim of including this study into the institution.
- b) The responsibility of this education must be taken in educational institution which has been controlled by state.

- c) There must be a curriculum while including this study in institution.
- d) There must be standard method and the way of exercise in the educational institution.
- e) There must be ready of ideal environment of taking education.

10. Methods of Instruction

Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment.

11. Lecturing

The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students play a passive role which may hinder learning. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills.

12. Demonstrating

Demonstrating, which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners' senses, creating more opportunities for learning. The approach is also beneficial on the part of the teacher because it is adaptable to both group and individual teaching. While demonstration teaching, however, can be effective in teaching Math, Science, and Art, it can prove ineffective in a classroom setting that calls for the accommodation of the learners' individual needs.

14. Collaborating

Collaboration allows student to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

Collaborative discussions can take a variety of forms, such as fishbowl discussions. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

Some examples of collaborative learning tips and strategies for teachers are build trust, establish group interactions, keeps in mind the critics, include different types of learning, use real-world problems, consider assessment, create a pre-test and post-test, use different strategies, help students use inquiry and use technology for easier learning.

14. Classroom Discussion

The most common type of collaborative method of teaching in a class is classroom discussion. It is also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent. An effective classroom discussion can be achieved by probing more questions among the students, paraphrasing the information received, using questions to develop critical thinking with questions like "Can we take this one step further?;" "What solutions do you think might solve this problem?;" "How does this relate to what we have learned

about..?;" "What are the differences between ... ?;" "How does this relate to your own experience?;" "What do you think causes ?;" "What are the implications of ?"

It is clear from “the impact of teaching strategies on learning strategies in first-year higher education cannot be overlooked nor over interpreted, due to the importance of students' personality and academic motivation which also partly explain why students learn the way they do” that Douche agrees with the previous points made in the above headings but he also believes that student's personalities contribute to their learning style.

15. Debriefing

The term “debriefing” refers to conversational sessions that revolve around the sharing and examining of information after a specific event has taken place. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students, but this is not the intent. The intent is to allow the students to "thaw" and to judge their experience and progress toward change or transformation. The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behavior. Once the experience is completely integrated, the students will exit this cycle and get on with the next.

Debriefing is a daily exercise in most professions. It might be in psychology, healthcare, politics or business. This is also accepted as an everyday necessity.

16. Montessori Method of Education

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential. The Montessori Method of education, developed by Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been used for over 100 years in many parts of the world.

a) Characteristic 1: Classrooms that include children of different ages.

The multi-age classroom is a hallmark of a Montessori preschool that gives children many unique learning opportunities. Younger children naturally learn by emulating children who are older than themselves, and the Montessori classroom takes advantage of it. Younger children watch their older peers model how to participate in the classroom learning activities, how to engage with the teacher and their peers, and how to move from one activity to the next. The older children also benefit from the

multi-age classroom. They get an opportunity to practice their leadership skills and develop empathy as they help younger students learn. Older students get the opportunity to act as mentors and reinforce their own learning as they help the younger children gain skills.

b) Characteristic 2: An environment that emphasizes responsibility and self-discipline

When a child takes part in a student centered education, they discover their own path to learning (with guidance from their teachers.) This helps children learn about responsibility: they need to learn how to work within the framework and schedule of the classroom, for instance, and how to use their time constructively. They even learn to take responsibility for helping younger children in the classroom who may be struggling with a concept they themselves have already mastered.

Another aspect of responsibility is self-discipline. Children naturally want to feel that they belong in a group. They want to have friends at school, and they want to do well academically. No child wants to fail. When a child knows they are responsible for their own behavior and their own success in learning, they feel more motivated to regulate their own behavior. In a Montessori classroom, the more self-discipline a child exhibits, the more they are rewarded with freedom to pursue learning the way they enjoy most.

c) Characteristic 3: A curriculum that emphasizes independence.

The traditional learning model says to children, “Do what you’re told when you’re told to do it.” Then after twelve years, the expectation is that children will become successful, independent adults. That doesn’t make sense. Independence, like every other aspect of adult life, is learned little by little in growing increments, with each learning milestone supporting the successful development of the next. In a Montessori preschool, children learn how to be self-directed. They choose the activities that most appeal to them and they are free to explore these activities at their own pace. Sometimes they make mistakes, but that is the beauty of independence. Children have the ability to learn in a relatively risk-free environment and to grow from their mistakes. As a result, this freedom and sense of responsibility helps children feel supported and empowers them to become creative and independent adults.

d) Characteristic 4: An orderly classroom with prepared workstations.

In the Montessori classroom, each teacher prepares a wide range of learning activities well before the children arrive. During a “work cycle” in a Montessori preschool, children independently choose one of those learning activities to pursue during that class. Then they’re given an uninterrupted period of time to complete that activity and return materials to their proper place at the end. The Montessori work cycle teaches children to focus their attention and learn how to complete a task with minimal help. As a result, children feel a sense of accomplishment with each work cycle they successfully complete. Workstations in a Montessori classroom are designed specifically to provide differentiated learning

opportunities that appeal to many learning styles. At some workstations, preschoolers run hands-on experiments, while others challenge children to work together as a group to solve the learning activity. Other workstations will be designed for children who prefer to learn independently. When children come into the classroom, they are free to explore the workstations and choose a learning activity that most appeals to them on a given day. Since all the activities represent valuable learning opportunities, the children learn no matter which activity they choose.

- e) Characteristic 5: A teacher who guides rather than directs.

In the Montessori classroom, you will not see a teacher at the front of the classroom lecturing. The focus of Montessori classes is on the students, not the teacher. Educators are not there to provide students with information they must memorize. Instead, the teacher's guide and support children as they pursue learning on their own. Teachers contribute by designing well-thought-out learning opportunities that encourage children to learn, and then guide and support children as they participate in those learning exercises.

- f) Characteristic #6: Parents who understand and support the learning process, and who are involved in their child's education.

In the Montessori classroom, parents are recognized as valuable partners in their children's' education. Montessori teachers know that parental involvement is key to a child's success. As a result, they create opportunities to encourage parents to come into the classroom, observe and interact with their children.

- g) Characteristic 7: An atmosphere of mutual respect.

The teachers in the Montessori classroom understand that each child has an innate desire to learn when given the opportunity to do so in a way that fits their strengths and learning style. Children in the Montessori setting also learn to respect their teachers and their peers. They come to understand that everyone—educators and students alike—is part of a community that supports each other while they learn together. While the teacher works as a facilitator, the students also work together in partnership as they explore the learning opportunities all around them.

17. Education Method of Decroly

Ovide Decroly, (born July 23, 1871, Renaix, Belg.—died Sept. 10, 1932, Brussels), Belgian pioneer in the education of children, including those with physical disabilities. Through his work as a physician, Decroly became involved in a school for disabled children and consequently became interested in education.

Viewing the classroom as a workshop, Decroly based his curriculum on an analysis of children's needs organized within the four categories of food, shelter, defense, and work. One's needs formed the centre of a

year's study, and, within the framework of their needs, children were encouraged to develop their individual interests. His program became known as the Decroly method.

18. Characteristics of his Method

- A. First characteristic is to make center of interest of child the education.
- B. In this method, the basic aspects of child is fulfilled. They are-
 - a) Food
 - b) Adaptation
 - c) Self- defense
 - d) Activeness
- C. There must be some activities which will be included to textbook as like managing the school, rearing birds etc.
- D. In this system students become divided into small groups. Then they do their works. They become gathered with their teachers. They discusses about their works. They get chance to do criticisms.
- E. In this system, students get chance to give speeches. Thus they become confident about their acts.
- F. He discussed about the nature of school. They are-
 - a) The school should established the system of co-education.
 - b) The environment off the school should be general and as-usual.
 - c) Students should not be in huge number.
 - d) Classrooms should be converted into exam hall.
 - e) The teachers must have the ability to solve the problems of students.
 - f) Here gave the importance of relation between students and their guardians.
 - g) The school must be managed and controlled by the students.

19. Conclusion

Thus we may know the nature of education. The elements of education are here described. The different methods of education are here described. Philosophy of education is merely different viewpoints of thinking.

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