

## **EDU 711 – FOUNDATION OF EDUCATION**

### **PHILOSOPHY OF EDUCATION**

The word philosophy is derived from the Greek words *philia* (Loving) and *sophia* (Wisdom) and means "the love of wisdom".

Philosophy is a method of reflective thinking and reasoned inquiry. It involves the attempt to think through one's problems and to face all the facts involved.

Philosophy is an attempt to gain a view of the whole world. It seeks to combine the conclusions of the various sciences and long human experience into some kind of consistent worldview.

Philosophy is the logical analysis of language and the clarification of the meaning of words and concepts.

#### **Modes of Philosophy**

##### **Speculative Philosophy**

Speculative philosophy is a way of thinking systematically about everything that exists. The human mind wishes to see things as a whole. It wishes to understand how all the different things that have been discovered together form some sort of meaningful totality. Speculative philosophy is a search for order and wholeness, applied not to particular items or experiences but to all knowledge and all experience.

##### **Prescriptive Philosophy**

Prescriptive philosophy seeks to establish standards for assessing values, judging conduct and appraising art. It examines what we mean by good and bad, right and wrong, beautiful and ugly. The prescriptive philosopher seeks to discover and to recommend principles for deciding what actions and qualities are most worthwhile and why they should be so.

##### **Analytic Philosophy**

Analytic philosophy focuses on words and meanings. The analytic philosopher examines such notions as 'course', 'mind', 'academic freedom', 'equality of opportunity' etc., in order to assess the different meanings they carry in different contexts. Analytic philosophy tends to be skeptical, continuous and disinclined to build systems of thought.

#### **Philosophy of Education**

Philosophy of Education is the application of the knowledge of philosophy to the solution of educational problems, concepts and theories. It examines, for example, concepts as equality, teaching, autonomy, freedom, morality etc., and considers their relevance to educational practice.

**Educational philosophy is speculative** when it seeks to establish theories of the nature of man, society and the world. Its speculative aspect on the one hand, deals with the search for values, knowledge and realities.

While the prescriptive aspect on the other hand is the effort towards getting the desired goals and recommending same to solve the current problems of education

Educational philosophy is analytic when it clarifies both speculative and prescriptive statements.

### **The Relevance of Philosophy of Education**

- It encourages critical examination of issues and justification for actions.
- It equips teachers with the ideas required for educational reforms and considers those changes to be based on the analysis of current practices in education in line with the values of the society.
- Educational philosophy tends to provide an insight of what education is and the role education should perform at the various stages of growth and for what category of learners.
- It gives more weight to the validity or soundness of arguments than to the authority of the person arguing a case, thereby disregarding prejudice and personal interests.
- It has an humbling effect, in other words, it compels one to keep an open mind on evidence/findings that may render ones previous opinion less valuable.

### **EQUALITY OF EDUCATIONAL OPPORTUNITY**

Interpretations of the Phrase "Equality of Educational Opportunity"

- The first interpretation presupposes that each individual should receive an equal share of educational resources irrespective of potential ability.
- The second interpretation is to treat all those children of the same measured ability in the same way irrespective of environmental factors.
- The third interpretation focuses on positive discrimination in favour of educationally underprivileged children, with the sole aim, to remedy the educational lag of disadvantaged children.

### **Factors Responsible for Inequality of Educational Opportunity**

- Family background
- Poor or rich
- Educated or otherwise
- Under aged children
- Intellectual ability
- Poor health and unfavorable environment

## PSYCHOLOGY OF EDUCATION