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Kant's view on education

Yunus BAYRAK*

Muğla Sıtkı Koçman University, Faculty of Letters and Humanities 48000, "Muğla", TURKEY

Abstract

The purpose of this writing is to examine Kant's approach to education and moral education based on his moral philosophy. In this writing, it's going to take into consideration especially Kant's moral education about ideas and in general it will take up an educational issues. Kant see human being as a unique existence who needs education and think that human being can be a person only with education, thanks to education it's not according to person's natural tendency and material requests, set forth raising in appropriate way to moral laws. In this context, thinking to support Kant's education regarding opinions moral philosophy, it's going to take up about education and moral education opinions.

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* Corresponding author. Tel.: +90 -554 224 38 85

E-mail address: yunusbayrak@mu.edu.tr

Main text

From the ethical history point it has got an important place set forth ideas about Kant's ethical. One of the reason of this, he brings up different ethical comprehension as he has own period of the time comprehensions. From the ethical history Kant has an important location and it could be say that Kant's education especially moral education relating to original opinions.

Education's topic is not raise a person according to this or that nation, on the contrary a human being, Kant claims to train with the direction of mankind purpose and defends being insufficient to convey a person's instincts weak and human ideal aim. In this matter he gives an important role to educators. According to Kant, the duty of educators, give a free direction for people's natural tendency what is left over, having to provide humanity deserving of an ideal. According to him, educator could reconcile a person's own freedom with nation's forcing and pressure (Yayla, 2005; 77).

Kant's thoughts concerning education is related closely with person nature. He thinks that there isn't wickedness at the person nature. At a person there is only goodness seeds and this goodness can improve with education. For him, all the kindness source at the World is education. Whole talents and seeds always have to improve in a good way that at a person has potential. There is no badness at a person's nature. The only reason of badness is not taking under control and not giving a direction with the nature's good education principles (Kant, 1992; 15). At this time it needs to do provide being at the person potential goodness by means of education. Because Kant thinks that person susceptible to goodness from innate and improve this, it needs top up some of the rules.

The reason of giving a big importance to education of Kant, the most important reason causing badness is not directing according to a good education of a person nature and thinking of sending a person in a good way with the education. To him, a person only can be a person with education. By means of education Kant believes person could carry out ownself and attracts attention gaining the most addition to perfection of person nature for education (Kant, 1992; 7).

Making clear about Kant's moral philosophy thoughts, he comes to a conclusion that person's nature neither good nor bad. When person improves only moral law and task conscious and has a mind, he becomes an moral existence. According to Kant, to be a good from the point of view moral it is only possible with virtue. Virtue is not submit to natural tendency as possible as, and only try to be in action obeying the free moral law. In another way according to Kant, becoming ripe with moral view, it's not to natural tendency, it means trying to be in an action for the moral law. Consequently an ideal education gives a chance to raise appropriate style as a will's natural tendency, obstructing material desires and in stead of volitions mind principles that's to say moral law (Kant, 1992; 108).

Kant sees a person as an existence who needs education. Kant defends that between the existence only person needs education to develop gradually for perfection and he others person separates from animate and lifeless existence in a different ways. For him there are differences between person and animal. When animals behave with instinct, people behave with their mind. The most important essential peculiarity differentiate person from another existence is being a wise existence and being product technical information. If we compare a person with an animal, we see that person needs more care and help according to an animal. Because when a person comes in to the world, person needs more protection, help and helplessness existence comparing an animal. Person needs others to survive and to direct their actions. However when animals come in to the world, they have a potential being successful at struggling life as instinctly. Animals needs to be nourished but they don't needs care and they carry on lives as moving instinctly. Whereas person needs mind to determine direction of actions, draw a map before which ways he will use and has to make his own action plan. At the same time person develops some talents not immediately which comes from birth as a mechanical, on the contrary they can develop bit by passing from some processes and conclusion of their own efforts (Yayla, 2005; 78-79). In this respect Kant think that education should need to take under discipline person's nature and needs to be developed person's national and ethical side by way of education.

According to Kant person should submit the discipline. Taking under discipline of a person, weither at individual or national life it means that obstructing bestial peculiarities at person comes out on top to human peculiarity. Because discipline hinders person if he doesn't obey the rules. At the same time education should provide a person cultural things. Culture includes education and instruction and also express person's talent. Talent is a force to reach different goals to product needy information and materials and could use them and it is not an aim of ownself. Education also should gain a person to distinguish yalent and understanding. That way person can manage ownself in a nation, be loved ownself, and can win influence and population. And also moral education should form a part of education. It's not enough if the person has many aims. And he needs principles that could reach that aims himself.

Good aims approve of everyone as compulsory and at the same time they should being in target by everyone (Kant, 2007; 40-41).

Kant tells that person needs an order, a system and needs a discipline not going away from mankind purpose, conform natural tendency to own target. To him discipline is the most important part of person education. Discipline change person from bestial compulsion. At this context discipline could accept a negative education style. Because discipline obstruct person to conform natural tendencies and destroy primitiveness which is being at nature at first. Separately education has a positive way to approach a person for his humanity ideals. Kant says this instruction. Wildness is to see humanity completely independent in front of the laws. Not obeying the rules are express being independent from law. Namely wildness never recognize any law. However according to Kant, discipline trains to obey individual humanity laws and makes feel him power of laws. So, it obstructs to feel humanity unconfined himself opposite of laws (Yayla, 2005; 80). That's why person should bring to habit mind's commands from the very early ages and give discipline on time at education. Because Kant defends providing discipline is more important than giving information. Kant says lack of information is possible to compensate for any time of his life but he gives importance to discipline, and think that you can't correct bad habits causing undiscipline reasons and changing to character.

Kant separates education in two as moral and physical education. For him, physical education is only common way with feed and care comparing human with animals. Physical and moral education teach us how a person lives as independent existence. Instruction makes a person worthy as an individual. By means of instruction getting information helps to develop person's talent. Moral education makes a citizen value for a state and a nation. Moral education makes a person value as a person existence (Churton, 1992; 30). Consequently person thanks to education get used to live in harmony with nation.

According to Kant when a person educate and enlightened in a good way, he gains to think mental power as logical. Whereas there is no an education which is develop thinking of animals mental power and they just can raise. Kant doesn't see adequate to teach a person only good manners. That's why the most important thing is to teach people how to think. To Kant, the person who he is developing his thinking abilities, he can be in an action according to ethical laws. At the same time, Kant emphasize person that action is not lefting in coincidence, defends one of the most elements of education is moral education. Merely Kant set forth moral education neglect which has a big importance for human education. To him, needy information is teaching but moral education is neglecting. However Kant says teaching people means getting away from badness, hating badness and we musn't do badness that is the badness not because of God forbid the badness. Exactly like this accepts to appropriate the virtue as being virtue and to get appropriate as virtuousness and put this principle basic of moral education. To Kant an moral action makes neither affraiding of nor desiring prize. In opposition to an moral action makes for an moral law. To him the basic target of moral education is a person carry out appropriate actions to moral education and grow autonomous individuals who has reached task coincidence (Yayla, 2005; 82).

In conclusion, the basic aim of education to Kant has to be provide fulfilling person ownself being committed to moral law. Person should effort being an autonomous individual acting to moral law. That's why Kant defends that person should needs to get used to discipline and task in an appropriate time. An moral action is only being a good and virtuous when moral action being in an appropriate style to moral law. The important thing is making goodness is that being a goodness, not making badness is that being badness. When a person gains an moral education based on understanding, comprehension and expressing, person can carry out coincidence and moral actions and he counts to be educated in a real mean.

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