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## Moral education as learner's need in 21 century: Kant ideas on education

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### Abstract

Curriculum Is a Collection Of experiences that everyone acquires in educational environment, ethical experiences are in this ground. According To Most Philosophers, Education Is an ethical scope And One Of its necessities Is Considering Existed ethical Crisis And Trying To apply ethical education. Due To that The Influence Of Kant On West Philosophy and he considers an Important Position for ethic. The Relation Between Ethics And Education Will Explain in his point of view. Kant has spoken about these Four Stages developing, Discipline, Learning and ethical Education In Educating Process. He Said The Most Important Part Of Education Is The ethical part, and its Purpose Is Formatting man's Inner Discipline And Educating Freedom human where The Source Of ethical laws Is Practical Wisdom. Kant Saied There Is A Close Relation Between Ethics And Education, Educational System Is Based On Man's Liberty And Talents Growth And Just Voluntary Actions Are ethical. ethical Education Is Based On Certain Principles And Linked To Perception And Understanding And Obtained From Individual's Insight And The Overall Sense Of Duty. Since Kant Ideas Are yet Considered In Ethics And Education, It Is Appropriate To apply it In Curriculum To Achieve Desired Results More Than Ever.

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### 1. Introduction

Assessing semantic trend of ethic and education terms indicates that there wasn't any striking difference between these two or at least ethic was considered as a part of education. This issue is seen either in western or eastern culture for example, "education" term is defined as a collection of thinking habits that should be acquired or ethic traits that should be developed (Shekuhi, 1378)."The pedagogy" term had mostly been interpreted as ethical education (Shekuhi, 1378).

Immanuel Kant, the 18th century philosopher that his view in education is very important. He believes that humanity acquisition and his releasing of savagery is possible just with education and he affirms that edification should be a part of education (Kant, 1372).also he claims that ethical education is the latest and greatest level of education that if accomplished education will finish.

Regarding changes in human society and human thoughts the domains of education and ethics have changed too. In most societies religious ethic changes its place with scholar ethic, ethic relativism instead of ethic absolutism and new views towards ethical principles have appeared. Education was affected by these changes. Semantic

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development has taken education term and special emphasize on professional education and educating a conformist citizen, goals and past semantic and ethic functions of education and we enter an era that we call it vacuum era and forgetting values especially ethic values and ignorance (Ahmad Mehdi 1379). What humans experience in this era facilitates their return to values and ethics and it's natural that at this time the expectations towards education system change. Any way the qualified education of 21st century is known as ethical education and ethic education is the highest expectation of education in recent era.

In fact, what governs human discipline in society and keeps human away of sin and disobedience is ethical education (Katuzyan, 1385). Philosophical debates and ethic principles is an important issue for many great philosophers such as Socrates, Plato, Aristotle and Kant and the results of these philosophical deliberations is the emergence of four important schools in widespread domain "ethic philosophy": virtue based-ethic, right-based ethic, outcome-orientedness and accountability-orientedness. Undoubtedly the greatest representative of accountability-orientedness is Kant, although unanimously all researchers believe that the other domains have been influenced by his ideas and works (Auni, 1381). The familiarity with Kant ethic theories is necessary in many cases.

This paper at first deals with ethic specification and interpretation and education in Kant's point of view and then focuses on the relationship between these two domains.

## **2-Kant's view towards ethics:**

From the past ethic was one of the most important pillar in human life and "ethical education" is enumerated as one of the prime manifestations of education (Ansari, 1992).

Kant that has many words in western philosophy evolution besides theoretical philosophy in practical philosophy and ethic also has investigated.

Kant claimed that they considered ethic philosophy and prosperity the same but he believes that prosperity cannot be the main goal of ethic because it has different meanings among people. Kant differentiate theoretical philosophy (natural) from practical philosophy (ethic). In theoretical philosophy we have natural rules while in practical philosophy freedom rules are governed, putting natural rule is unwillingly but in ethical principles human's authority and will interference. In Kant's point of view ethical philosophy includes both theoretical and experimental parts. In experimental part ethical philosophy should determine human will rules till the nature effects it (Rahnama, 1385). he says: "the imagination of something in the world and beyond it should be great without any limitation except righteous will is impossible." (Kant, 1372). prerequisite condition to be competent of prosperity is righteous will. Kant differentiate between a work that is done based on task and what is done based on task performance. Only a deed has ethical value that it should be done based on task. To matching deed with task for being ethical just the behavior is not enough, so behavior has ethical value when it's done based on the task (Mahruzadeh, 1383). In other word Kant ethical philosophy is accountability-Orientals based on that the goodness and badness criteria is located in itself not in its results and effects of what goal-based oriented believe. Righteous will and ethical task are two main notions of Kant ethical theory that is presented as his ethical laws. The most essential ethic condition from Kant's point of view is virtue intention or righteous intention. He says many functions can be useful and righteous, so if there isn't righteous intention the ethic's name is not qualified for it.

In Kant's view human's moral sense is the ethic root in a way that firstly you should act in this way that you want your main deed becomes a public law and secondly you should act in a way that in your behavior your main goal be human and humanity. It shouldn't be just a means. (Naghizadeh, 1384).

Ethical task that its origin is human's moral sense invites human beings to act absolute necessity. Kant knows ethical principles as steering verdicts and it's impossible for conscious moral sense to exceed it. The positive response is far from natural human motivations and out of pure respect to ethical law becomes practical.

(Mohammad Rezaee, 1380). Thus the essential source of ethical function is pure intellect or wisdom prior or subsequent perhaps Kant ethical theory is one of the most effective normative theories (Rahnama, 1385).

Kant ethical human is obligated to a set of musts and must not's. The presence of ethic must teach us that freedom exists as must is a reason of ability. This human does ethical deed willingly and it is at the time of conflict between will and ethic that freedom appears. We should guide human to use ethical law consciously and moral sense deed

autonomously. It means whatever intimidates him to consider it as a task and feel responsibility towards that. (Sadjadi and Aliabadi, 1387).

### **3--Kant's view towards education:**

Education is the greatest issue in human societies, in a way that developed countries owe their growth and elevation having dynamic education and also undeveloped countries deferred because of their poor education institutional activity and hadn't cooperated with other institutions. Kant says human beings have two important tasks in the world. One of them is education and the other one is government. (Kant, 1372).he explains that in fact government is a kind of people education. The governor wants people to do something and don't do something else, so education is the most fundamental task all over the world. He suggested some principles for these two subjects that if they work, it will be achievable.

In Kant's thoughts naturally human and education are two dependent concepts. (Naghibzadeh, 1384)

But whereas the experiences should direct us no generation can prepare a complete scheme of education. (Mayer, 1374).education is an ongoing improvement. (Mayer, 1374) and we should consider future too. Because human is under evolution. In this process, human beings independency should be kept and raise him completely ethical. In such a way that human being's mind should prefer just good aims. School system should be based on ethical laws, human dignity and discipline because is a process that keeps human away of his savagery (1381, Kardan). Culture means education and discipline and human just is educated by someone that has already been educated himself (Mayer 1374,pp354-355), to obtain culture besides acquisition and education capability we should develop understanding and judgment ability.(Naghibzadeh,1384).

So education process starts from discipline then after obtaining culture and civilization ends with ethical education. (Naghibzadeh, 1384).

Here an important issue is that education should be in the path of the last goal that is accomplishment.(Yasperes and Kant,1372).in Kant's point of view human being is a creature that has abilities and skills that their growth direction is possible and in this situation education plays the role of modification or creation and innovation. Justification special ranges selection for education means physical, cultural, ethical and practical education shows the explicit ground achievement in human beings whereas human has physics, mind, ethic and vicinity of deed we should educate him in these dimensions. From one point the education concept is in the natural dependency of human being and education, in another point is in all dependencies of Kant philosophy to human concept that is the central point of his thoughts. (Naghibzadeh, 1384).humanity is very important that Kant calls it "the ultimate goal". (Kant, 1372). In education issue Kant has spoken about these four steps developing, correction, instruction and ethical education. (Sadjadi and Aliabadi, 1387). He explains that in terms of effect and placement of reward and punishment that if you punish a child because of his devil hood and encourage him because of his deed the just he acts well for receiving reward and when he inters life and understand that a good-behavior person is not always rewarded and the guilty one isn't punished when he becomes an adult he just thinks about himself and the goodness and badness of a behavior is dependent on this point that which one has advantages and disadvantages.(Mahruzadeh,1383). Children encouragement isn't useful because it makes them selfish and it's the basis of savagery. (Kant, 1372).

But Kant's view in the case of punishment in spite of that completely is negative and pessimistic is limited to some conditions, for example, he believes that disobedience deserves punishment. Any kind of disobedience is a sign of child's disobedience that it deserves punishment. Here he doesn't mean physics punishment but ethical punishment. (Beheshti and Nikuie,1388).he adds punishment is ethical when our deed disagrees with child's motivation for being good and respectful and it is the best kind of punishment. (Kant, 1372).

Focusing on task and creating responsibility in children is one of the prominent points of Kant education. Child should become familiar with task. He should know that he can't do everything based on his favorites and wishes, but there is something that he must do them. He says that respecting and observing other's rights are child's task.(Mahruzadeh,1383). Ethical education that is based on general principles rising from practical wisdom is the

correct using step of higher order mental power. With thought acquiring human beings get somewhere that not blindly but he acts based on some specific principles. (Kant, 1372).

He believes that human beings have the same natures then they should be educated at the same way and because of that he disagrees with any colonization, exploitation and elitism in education. People can believe their talent and abilities if they have equal educational opportunities. But equality in education is not possible except in global peace shadow. Global peace is based on his philosophical plan about permanent peace. It's possible just if justice be respectable for all human beings. Human beings wish accomplishment and he wants to achieve complete righteous, if it has virtue and prosperity. But we know that in this world virtue and prosperity are not correlated so there should be another world that human beings can pass evolution path and achieve the excellent righteous.

#### **4-the relationship between ethic and education in Kant's philosophy:**

Kant says that the most important part of education is ethical education. (Mahruzadeh, 1383). And introduces the most original goal of ethical education in manner formation (Rahnama1385) that constant desire attitude is the following of some principles that itself encounter himself with wisdom helping. (Naghibzadeh, 1384). And it has three fundamental derivations obedience, honesty and community capability that its establishment in child's nature is necessary. In other word manner is inner discipline that child should be directed in this direction. (Kant, 1372).he says free human developing and his leading to willfulness that is the highest step of ethical education is dependent on manner formation. Ethical education is a kind of education that develops free human beings. (Naghibzadeh, 1384).

Kant's ethical education is humanist, because with focusing on wisdom exactly gives human beings a high dignity and place and he believes that human beings can solve his ethical and cognitional problems just if he uses his wisdom.(Sadjadi and Aliabadi,1387).ethical education is far from religious education and it's the origin of wisdom ethical law and not religion.

As he said if we consider God and religious as ethic basis self-oriented ethic doesn't have any meaning, it means the act motivation to ethical law will be reward or fear and this ethic doesn't worth any more.(Sane'eedidi,1384). Also Kant like Aristotle indicates that ethic and ethical virtue are a causational and instructional not innately and no need to instruction requirement and with answering to this question that human being ethically is good or bad. He says that humanbiengs naturally isn't an ethical creature just when his wisdom develop law and task concepts then he becomes ethical creature. (Kant, 1372). Theoretical wisdom with relying on active mind directs human beings to recognize exterior universe realities and practical wisdom towards ethical education. (Kant, 1372).

Against formers Kant recognize task as the criteria of ethical virtue and the ultimate ethic is accomplishment. Task concept has a close linkage with freedom. Kant defines task as a necessary free selection based on law while this selection is free and necessary and it's based on human authority because it's against emotional and feelings desires. So task equals self-obligatory. Ethical education is liberalism and liberal human is someone who is free from desires binder and flesh bond. Because of close linkage between ethic philosophy and education freedom in Kant's education system is very valuable and his education system is based on human's freedom and his talents growth and sublimation. (Zibakalam,1378).

Whereas Kant didn't consider a good or bad innate for human and doesn't know him an ethical creature (Naghibzadeh,1384).because of this he believed that in education everything is based on establishing correct ethical principles and guiding children to understand and accept the principles. He emphasized on wisdom education, approach set forth and necessary devices about devil and goodness affairs and he said if you want to constant ethic you should remove punishment. Ethic is very holy and magnificent that we shouldn't discrete it as discipline. Ethical education should be based on principles that are intellect developer not based on discipline that just removes bad habits.(naghibzadeh,1384).

We can't create ethics by society modification but just forms human insight and accepting the feeling of general task-orientedness that will obtain.(Mayer,1374).

Ethical education relates with higher order mental power such as intellect, differentiation and wisdom. Intellect is for understanding what we learn or what we say and also is for being far away from mimicking issues. Differentiation is for recognizing concepts and from wisdom towards principles the knowledge achieves.

## 5-conclusions

Kant believes that the primitive principles of ethic should be absolute like math elements. He tried to prove that ethic feeling is innate and intrinsic affair and it's not the results of experiments. Ethic affair that we can constant religion based on that should be an absolute and uneventful affair. The obsolete affair is the moral sense command a deed in a way that your instruction be a general law for everyone, every time and everywhere. We understand from direct approach and intuition way that we should avoid doing something endangers our social life. The goodness of deed is not because of its cooperation with wisdom or its good result but every deed is righteous that is according to task. The only thing that you can call it righteous is righteous will. A will that forces human beings don't consider just his personal benefits and just follow his task. Human beings are forced to do their task and this needs human authority. We can't prove human's authority with theoretical wisdom. Authority and freedom of human beings can be understood by present science and at the time of value selecting world's view towards education is Kant's philosophy positive point that has root in task concept and absolute affair. In ethic philosophy of Kant ethical task and necessity are essential elements and because of this human is responsible relying on necessity and task freedom and selection power and human's authority and also making him responsible in self-construction and self-actualization are enumerated. Kant respects ethical education a lot and knows it as the first step in educating children that they should learn think about everything and from childhood think about their bad behavior and don't repeat something without understanding.

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