

Philosophy of Education According to John Dewey

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Abstract

Philosophy of education is a means of applying philosophical thought to the educational process, as philosophy contributes to strengthening, organizing and coordinating the educational process, working to solve societal problems and disagreements, constructive thinking and criticism, and searching for logical solutions. The philosophy of education was the focus of attention of the American pragmatist philosopher John Dewey who created with his wife The first is Alice Shipman school Experimental(the school Typical) general 1896 in city Chicago in America And it was named This is amazing the school With several names, Of which: school Detective And the laboratory And a school Applications, And take it A field To experience His theories And his opinions Progressive in the field educational, And he stayed principles This is amazing the school And its management according to Philosophy Pragmatism. in consideration Dewey that Education she life And it's not merely preparation she has, And care a lot With a factor Experience And believe that Education The sound one And the correct one come true on road Experience, And experience she has conditions especially where He should that You are characterized By continuing and that Be linked With experiences Previous And smooth For experiences suffix. And school when Dewey environment democracy Seeking To find Citizen Democrat, And education practical Always For the individual To contribute in building the society with Consideration Differences Individuality in Teaching And put Curriculum Academic. Dewey disagreed Systems Traditional in Education that Make requester merely Machine Receive the information, And he preserves it Without that He is for him any activity or effectiveness, So create new teaching methods that combine between Activity Physical And the mental And social For the student And help him on learning, Which (road Solution the problems) And (road The project).

Keywords: John Dewey, Pragmatist Philosophy, Philosophy of Education, School, Democracy, Experience

INTRODUCTION

Prepare John Dewey from Highlight And the most famous philosophers Education, One Pioneers Philosophy Pragmatism that appeared in America, so It is considered from more Pragmatist philosophers Product And active in way Consolidation This is amazing Philosophy. and he also from Months Flags Education Modern on the level Global, And most of them Influential in Thought Educational And in Experiments Educational Contemporary. Associated its name With philosophy Education Because he I care By specifying the purpose from education And he overflowed By talking on link Theories Indeed from not Submission For the system And traditions Inherited Whatever She was ancient. Dewey was able to criticize old educational methods and prove that they are not suitable for the present generation. Education was based on filling the mind with a huge amount of information and teaching the student to solve problems with the aim of passing the exam, based on the prevailing opinion that “the child was created for school.” However, Dewey raised Logo (that Education Not Preparation for life but rather she life itself), to confirm that (the school was found for the child) If we take With an eye Consideration His sayings that Bind between Education And life the operation, or between Education And freedom, Which The idea the basic that get up on her pillars Education Modern in Different Systems Globalism the list today.

And education in consideration Dewey It is a process ongoing and sophisticated, And it's not merely Preparation For life futurism, So Must that Be life school life Real Complete In which Get on Experience Directly, it is (i.e. education) Psychological process And social together, Psychological Because it depends in Its principles on to understand Psychological Child his readiness and capabilities, And social Because it prepares Child To be A member Valid and useful in the society that He lives in it. Also, education when Dewey Aims To exp The individual Habits And skills suits Democratic society that He lives in it, And help him on Continuation in Learning And growth.

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And it is distinguished Education when John Dewey That she is care With the child from All sides (Physical And mentality And moral and Social), Education is (life, growth, and social guidance) and is based on important matters that must be taken into account, especially cooperation between home and school, and reconciling the child's social work with the school's work, in addition to the necessity of linking the school with productive work in the environment with the aim of developing it.

The Meaning of Philosophy at John Dewey

The meaning of philosophy for pragmatists differs from traditional philosophies, as it is linked to the core of their doctrine, which believes that the truth of an idea is based in its practical results, and that thought is linked to action and application.ⁱ Pragmatism in its general meaning presented by Dewey (1859-1952)ⁱⁱIt is "the theory that sees that knowledge processes and materials are renewed within the limits of practical or purposeful considerations. There is no place to say that knowledge is renewed within the limits of precise speculative theoretical considerations or abstract intellectual considerations."ⁱⁱⁱ Also, the fundamental and fundamental truth according to Dewey is that ideas, perceptions, and theories are means or tools whose entire value and function are limited to practical results capable of leading us towards future experiences. Ideas are "tools with which we achieve some desired results. They help us to do something. Or we do better, or smarter, or closer to success."^{iv} According to Dewey, an idea is not an idea at all unless it would guide its owner to bring about a change or transformation in external existence in a way that achieves an intended goal. On this basis, his philosophy was called (the philosophy of means), or (the philosophy of means), or (instrumentalism). (Instrumentalism) because every idea is a pretext, a means, or a tool^v To achieve Goal specific.

if She was all philosophy she Expression on Her era, The Philosophy Pragmatism to express Clear indication For nature age the talk in Century Twenty.If She was all philosophy Cross on Privacy historical, And from then if She was all problem Historical Subtract By itself problem philosophical, The Philosophy Pragmatism she to express on problem the culture American The riser in Half the second from Century Twenty.And from this The starting point He was Dewey Believe In turn Philosophy in Expression on reality And in Change it.Philosophy He should unless She stands when border Interpretation (Explanation the world) but rather He should that Working on Change it.And from then The all philosophy no lead to to Change And the action And the effect she philosophy Empty Check Its meaning And its purpose And its significance.And from this The starting point want Dewey For philosophy Pragmatism that Be Active And touching in reality, And a motor For ambitions humanity, And effective in the culture And in Overall the activities Humanity Vitality in His era^{vi}.

Dewey's Educational Philosophy

Dewey made his entire philosophy a theory of education because he understood education as a social process in which every individual participates-According to his energy and abilities - in the responsibility of working to form collective goals and formulate its rules, and therefore he made education a synonymous word for democracy, not as a specific doctrine in the political system, but as a way of life, or the correct human way of life, because both of them (education and democracy) expresses the practical side of philosophy, and aims to show us the meaning inherent in life based on authentic empiricism.^{vii}

Dewey realized that schools differ according to different societies, so we must find the type of educational system that is appropriate for a democratic society. If a democratic society is in which all people come together to make decisions that help develop society, and if the scientific research method is the effective formula that suits and most suits the intelligence that... Man created it to solve his problems, so the work of the democratic school is to create people who have an experimental mind and the moral quality that can cooperate with other people in collective action that is compatible with the democratic ideal.^{viii}

Dewey tries to explain the meaning of education from a linguistic standpoint, saying: "If we return to the origin of the word educationLinguistically, we found that its meaning is leadership and upbringing. But if we think about the process of education in terms of its results, we must say that it is a process of formulating and shaping the effectiveness of individuals and then molding it into certain molds, that is, transforming it into collective work acceptable to the group.^{ix}This is because the process of living together leads to education,

expands the individual's experience, stimulates his imagination, and develops him. Education is necessary for social life and is equivalent to nourishment and reproduction for physiological life. This education is essentially transmission through communication, and communication is the process of sharing experience in a way that makes it common among individuals. This is because The existence of society does not continue through transportation and communication alone, but it is correct to say that its existence is included in transportation and communication. People live as a group thanks to the things they share, and communication is the means by which they share things in achieving things.^x

Dewey emphasized the erasure of dualisms such as body and mind, matter and spirit, and other dualisms found in traditional philosophies, and called for replacing the word mind with Reason. In a word, intelligence. Intelligence. Because the mind in those philosophies is characterized by necessity and universality, while intelligence is linked to judgment, that is, choosing certain means and arranging them to achieve results. A person is not intelligent because he has a mind that perceives the first facts, but rather because of his ability to estimate the possibilities in a situation and his behavior according to his destiny.^{xi} Therefore, if "intelligence has such an effective role in recreating the conditions in which a person lives and transforming them into tools and topics that are useful in organizing life, and thus means the individual's ability to predict, use, control and direct things, then education, as a result of this, finds itself obligated to work on developing intelligence." By providing diverse opportunities for the learner in which he finds various living experiences that help guide his development in a sound direction."^{xii}

Experience shows us that everything changes and there is no stability or stillness, neither in the field of mind nor in the field of matter. Thought itself is only a tool for work, and a person does not begin to think except when he encounters material difficulties that he must overcome and find solutions to confront.

Dewey's Critique of Traditional Educational Methods

Dewey criticized traditional educational methods from several aspects, the most important of which are:

1. One of the bad results resulting from the duality of mind and body is that body activity is considered somewhat alien, so that it becomes a distraction or even an evil that must be combated, that is, punishing the student for his physical activity, and in return rewarding the students for physical calmness, silence, a single rigid pause or movement, and for pretending to be longing. To understand^{xiii}.
2. Education was considered merely preparation, and merely learning, that is, obtaining certain information under the pretext that it would be useful to its owner in the future. The goal is far-fetched, and education is preparation and preparation for this goal, that is, a preparation for something more important and better that will happen later. Childhood is nothing more than preparation for the life of mature adults. Education is the acquisition of knowledge and the acquisition of skills with the aim of using them in the future^{xiv}Not at the present time.
3. Traditional education follows methods of memorization, reciting, transmitting, repeating, and imitating, which has led to killing the students' spirit of creativity and turning them into a bad type of citizen, the type who is only fit to be ordered and obeyed, or have plans explained to him and be implemented, because he lacks a critical mind and lives on crumbs. Other people's ideas and ready-made ideas^{xv}This would have hindered the desired progress.

These old schools were characterized by the nature of stability and stagnation in the school system, methods and goals, and this was reflected in the curricula that remained constant for many years, which made teachers and those responsible for education into individuals who were repeating and not innovative, knowing nothing but boring repetition.^{xvi}Consequently, the child or student turns into a negative being upon whom information and knowledge are imposed, which "corrupts education and turns it into an unbridled desire to follow what others indicate, that is, complete approval, pressure, and the elimination of every attempt at doubt and experimentation. Consequently, education becomes the art of exploiting the child's weakness and lack of resourcefulness."^{xvii}However, according to Dewey, education is a creative and creative act.

4. Dewey criticized the traditional study rooms and their furniture, which consist of rows of unpleasant desks arranged in a geometric pattern, so crowded that they leave no room for movement, and these desks are all of the same size, sufficient to accommodate books, pens, and paper only, in addition to some chairs and bare walls, as he mentioned. Dewey tells us his suffering when he was searching school equipment stores for school furniture such as desks and chairs that suit the child's educational, artistic, and health needs.^{xviii} He believes that study rooms are designed for listening only, but what he really wants is for the rooms and furniture to be suitable for work, that is, work rooms, not listening rooms.

Education, Experience and Growth

The relationship between education, experience, and growth is clear according to Dewey. He defines education as saying: "It is that new formation or organization of experience, which increases its meaning and the ability to direct the course of subsequent experience."^{xix} He believes that every group or social group maintains its entity by constantly renewing itself, and that this renewal takes place through the growth of its members. Education is a process of care, refinement, and education. All of these words indicate that education includes taking care of the conditions for growth.^{xx} Growth and continuous renewal of experience is the goal of education according to Dewey. He says, "If we consider a person at any stage of his development as still in a state of growth, then education is not a preparation for something that will happen later. The type of growth that he can obtain from him is education, and this function is permanent and has nothing to do with age, and the acquisition of skills and the acquisition of knowledge and culture are not ends in themselves, but rather they are signs and evidence of growth and means of continuing it and obtaining more of it."^{xxi} Continuing education is also important for growth and renewal of experience. Dewey rejects the opposition that people impose between the stage of childhood, as it is the stage of social dependence on others, and the stage of maturity, as it is the stage of social independence, and that education and social cooperation are necessary for the adult and the emerging child, because The social spirit of man exists in education, and therefore the independence of the adult means isolation and stunted development^{xxii} The education that Dewey wants is to liberate the individual's abilities and develop them towards achieving social goals.

It is worth noting that Dewey distinguishes between two types of education, which are non-intentional education and intentional education, as he believes that there is a big difference between the education that an individual acquires from life with others, if his life is real and not merely existing, and the intended raising of children. The first type of education is a matter It is incidental and not the specific reason for the meeting. The second type is (direct) school education.^{xxiii} If the moral process and the processes of qualitative development are one thing, then the intended raising of the child is the best and most successful means of social organization and social advancement.^{xxiv} It also emphasizes that the most important problem addressed by the philosophy of education is the problem of finding a method or method for maintaining a balance between unintended education and intentional education.^{xxv} That is, finding a balance between what the child learns in his external life and his dealings with others, and the education he receives inside school.

Necessary Elements in Education According to Dewey

Anyone who considers Dewey's philosophy will find that it is based on five basic elements:

1. Social environment (including school)
2. Educator (teacher)
3. The child (pupil) or young person
4. Study material
5. Method

Below is a detailed presentation of these elements.

Social Environment (Including School)

Dewey believes that the social environment in which a child grows up is an important educational factor responsible for the formation of emotional and mental tendencies in the child's behavior, and has a clear impact on the formation of linguistic habits, the acquisition of social etiquette, and the acquisition of good taste and appreciation of beauty.^{xxvi}Dewey believes that the only way to intentionally control education is to control the environment. There is a very big difference between allowing chance environments to raise children, and us formulating the appropriate environment that we want to discipline them. All environments are accidental in their work unless you look at their educational impact. The home The educated person is distinguished from the ignorant household in that the habits of life and ways of dealing in it are influenced, or at least colored by the idea that these habits have an impact on the child's development, although schools are of course still a model of environments that the group prepares to influence the mental and moral inclinations of its members.^{xxvii}School is one of the tools of transmission that shapes the inclinations of children and adolescents. According to Dewey, the school must meet several conditions. It must be a micro-community in which children become intelligent and useful citizens by creating things together.^{xxviii}This is done by creating a simplified environment that selects for children the important aspects of life they can respond to, and training them in cooperative life with mutual assistance and joint efforts to nurture in them awareness of mutual dependence and help them create consensus to implement this spirit.^{xxix}In joint business.

One of the important functions of the school is to remove the shameful and inappropriate aspects from the children's environment so that they do not affect their mental habits and behaviors. Every society is burdened by the nonsense of the past and its clear fossils, and it is the school's duty to remove these things from the environment that it creates.^{xxx} The environment that Dewey wants has three functions:

1. Simplifying and organizing the elements of the tendencies that are intended to be developed
2. Purifying existing social customs and raising them to a higher level.
3. Create a more spacious and balanced environment for children^{xxxi} From no other environment in which a child learns to participate And harmony And togetherness.

It is worth mentioning that Dewey created it with his wife, Alice Shipman in general 1896 the school Typical in city Chicago in America It was given several names, including: school Detective And the laboratory And a school Applications, And take it A field Complete in it an experience His theories And his opinions Progressive in the field educational, And he stayed principles This is amazing the school And its management according to Philosophy Pragmatism.

The Educator (Teacher)

that For the educator or the teacher Dora Big And whatever in the operation Educational Located on His shoulder Tasks And duties many The first one he Initialization the environment that You induce Responses Learner And his orientation in road, addition to Bear it responsible development Feeling Social And composition life Social I have Child And not Sufficiency Prepare it In numbers To the Just^{xxxii} on road Indoctrination. Therefore, the teacher in the school He is a member in group To help the pupils in to choose Of experience stunts For their motives And launch Their energies And the appearance Their abilities And organization Their responses For those Stimuli and influences, And not To impose His authority And his opinions on them or To make them They get used to it Habits Certain He wants it.

Dewey also emphasizes the need for the educator or teacher to know the subjects he teaches, and the need for his awareness to expand so that he can notice the strengths and weaknesses of children and students, and know what they can achieve.^{xxxiii} That is, the academic and professional aptitude of adults and the breadth of their awareness play a major role in monitoring and observing the capabilities of young people. The teacher With what for him from expertise Wider And knowledge Larger And wisdom grow up, He can help Whose get up By raising them And teach them in How to understand life Social from around them, And benefit from Knowledge And experiences that They get on her in development themselves And solve Their problems And progress Their communities.

The Child (Pupil) Or Young Person

The child is considered the cornerstone of the educational process according to Dewey, as he is the foundation or primary root in educational activities. He sets a set of conditions that the student must have, such as finding himself in a situation of real experience, that is, the presence of a continuous activity in which he is interested, and that he must have sufficient information about Any problem he faces, and he must make the observation himself, and he must also present various solutions and suggestions to solve the problems, in addition to giving him the opportunity to test his ideas and scrutinize them through application, until he himself discovers their truth from their lies.^{xxxiv}The student is not an empty box to be filled with knowledge, but rather a being in search of knowledge and can educate himself through participation in various activities and practical application.

It's a job Education she to encourage Habits And preparations that Formed Intelligence. In this regard, Dewey developed the slogan (Learn by Doing). This phrase did not mean to divert education from providing knowledge and science, but rather he intended to draw attention to the fact that the child is a creature who is fond of activity and movement and loves exploration and discovery, and is not capable of being shaped as the educator (teacher) wants. His preparations are not fixed and specific^{xxxv}His skills must be discovered and developed.

Study Subject

The school must be a community in which the experience of students is enriched through joint activities, and therefore the subject matter and its curricula must be chosen according to this example. The school must not be a mere copy or simulation of social life abroad, but it must simplify problems so that the students can understand them. They act intelligently, and the school system operates according to a better moral plan than the plan of the outside world, and they aspire to a better democracy^{xxxvi}. What Dewey most strongly objected to and rejected was determining school curricula and subjects, since the development of the child's interests should be the focus of attention and education should not be based on a subject.^{xxxvii}One and specific. According to Dewey, the subject of study includes the facts that we see, read, and talk about during a specific development with a purpose^{xxxviii}The material is not the information found in books and literature or in the minds of teachers and educators.

Dewey also stressed the necessity of teaching history in primary school, provided that it is not presented as accumulated efforts or results, or merely as expressions describing the events that occurred, but rather it is presented as something full of power, in order to enable the child to appreciate the values of social life, and use Historical information helps create a vivid picture of what people did in the past, how they did it, why they did it this way, and how they achieved success or disappointment in their work.^{xxxix}That is, understanding historical drivers and motivations, considering history is alive and moving.

METHOD

Dewey defines the method for us by saying: "It is the explanation of the manner by which the material of experience grows to the fullest extent of penetration and production. Therefore, it emerges from the course of experiences when there is no intentional distinction between the individual's direction and style and the material he is treating."^{xl}. that Most important what He distinguishes This method of education he give up the teacher on He imposed his control on the pupils And put trust Including, To live with Challenges that confront them, And let them become Energized With activity, And they are capable on to bear the responsibility delusion Working on Their projects For a while Temporal long As for On their own or in groups Small.

lhavedewey disagreed Systems Traditional in Education that Make Child merely Machine Receive the information, And he preserves it Without that He is for him any activity or effectiveness, And from here Call to road (Problem solving) is a method of scientific research. Dewey wanted it to be a method of teaching to prepare citizens capable of solving problems that gathering between Activity Physical And the mental And social For the child (pupil) And help him on learning, And it is Certified on Himself, Cooperating with jealousy, Innovative.And I have to choose Dewey For this method five Phase she Feeling With the problem then

knowledge Theme the problem And analyze it on road Note And watching, Next that situation Ulcers And solutions, and then Test solutions and apply them practically, The final step is the final conclusion or judgment.Video Believe With importance search And the survey And good road Search she method Scientific^{xli} This means that Dewey wanted schools to be They are institutions He learns Of which the pupils how They rise With their experiences And their research They discover answers and arrive at solutions not to They accept results Research Others.

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