



# REVIEW OF RESEARCH

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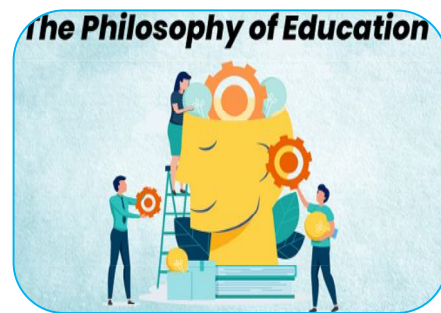
## CONTRIBUTION OF WESTERN SCHOOLS OF PHILOSOPHY IN EDUCATION PHILOSOPHY

**Dr. Rahul Baliram Kamble**

**Assistant Professor, (M.A., M.Ed., SET , NET & Ph.D (Education)  
JSPM's Rajarshi Shahu College Of Education (B.Ed.), Tathawade, Pune.**

### ABSTRACT:

*The idea and the notion of school philosophy in education has been derived traditionally and modernly, became combined and simultaneously work on each other, in order to produce the supreme culture of education to the humanity. Discussing on this discipline, there are numerous aspects that are not parallel with each other, whenever comparing these aspect within the understanding of education itself, through the countries apart of this global nation. Thus, this paper attempts to perceive the approaches and the values in school educational philosophies, which are education system from the Western.*



*The culture and tradition of the society itself had shaped in development of both philosophies, revealed how far these disciplines are contrast to each other. This paper will look on the Contribution of Western Schools of Philosophy in Education from the aspect of students involvement within classroom activity, the technique of teaching and learning process, the expression of learning process, the capability of students, the encouragement for the students, and the relationship between the teachers and the students. This paper also will look on the appraisal towards the Contribution of Western Schools of Philosophy in Education.*

**KEYWORDS:** *Western school, Education Philosophy*

### INTRODUCTION:

Education is the living knowledge, information and skills during the course of life, whilst education system is a platform which had been standardized and used as a reference by teachers to teach their students in communicative, informative and insightful way. In fact, education system acts as an indicator, which monitors the teaching to carry out within a policy that operates to fulfill the specific goal, which is to achieve and enable students to perform at an expected level within a specific span of time. Thus, the efficiency of educational system becomes the focus in the national development, as education turn to be the catalysis for eternal progress in order to produce the valuable and visionary individual. In appreciating the natures and issues of education, one should acknowledge and consider the combination of academic roots in order to construct the best medium of knowledge. The philosophy of education itself can be divided on several major disciplines such as the Western and Eastern education philosophies.

### WESTERN SCHOOL OF PHILOSOPHY IN EDUCATION

1. Naturalism,

2. Idealism
3. Pragmatism with reference to concept of knowledge, reality, values their educational implications for aims, contents and methods of education

<b>Naturalism</b>	<b>Idealism</b>	<b>Pragmatism</b>
<b>Fundamental Principles</b> 1. Nature alone is entire reality. It is ready-made. 2. The outlook of the naturalist is materialistic. 3. They do not believe in the existence of God. 4. Ultimate reality is physical. 5. Universe is natural creation. 6. They do not believe in value, soul, God, religion and divine spirit. 7. Physical as natural laws are universal.	1. Mind and thought are real. 2. The outlook of an idealist is spiritual. 3. Believe in the existence of God. 4. Ultimate reality is spiritual. 5. Universe has been created by God. 6. Eternal spiritual values never change. Truth, goodness and beauty are eternal values. 7. Spiritual laws are universal.	1. Reality lies in the process, it is still in making, not ready-made. 2. The outlook of the pragmatist is social. 3. Pragmatist believes in the existence of God to an extent. 4. Ultimate reality is utility. 5. Universe has been created by man. 6. According to them values are changeable and are created by man. It is relative to time, place and circumstance. 7. Now laws are universal.
<b>Educational Principles</b> 1. Nature is the base "Follow nature" is the slogan	1. Spiritually is the base. Emphasis is on spiritual and moral environment.	1. Society is the base. Emphasis is on physical and social environment.
<b>Aims of Education</b> 1. The aim of education according to naturalism is self-expression. 2. It emphasizes the autonomous development of the individuality. 3. Adjustment to environment.	1. The aim of education according to idealism is self-realization. 2. It aims at spiritual development. 3. Presentation and enrichment of cultural environment.	1. The aim of education according to pragmatism is dynamic in nature. 2. It aims at social efficiency. 3. Adjustment with present and to change the presents.
<b>Curriculum</b> 1. Emphasis is on sciences. 2. Curriculum is based on need, ability, and aptitude and on the nature of the child.	1. Emphasis is on ethic and study of humanities. 2. Based on moral, spiritual and intellectual values.	1. Emphasis is on practical utilitarian subjects. 2. Based on the principles of utility, integration and child's natural interests and experience.
<b>Discipline</b> 1. Uncontrolled freedom, discipline through natural consequences.	1. Emphasis freedom and social discipline	1. Restricted freedom and social discipline
<b>Teachers role</b> 1. Teacher role is behind the scene 2. Teacher is not interfering in the child's activities.	1. Teacher's position is very high. They have high expectation of the teacher. 2. Teacher guides, directs, suggests and controls the situation.	1. Teacher occupies an important place in education. 2. Teacher puts the pupil in the position of discover or experimenter.

### The Ways of Teaching Process

From the view of Western School education philosophy, the roles of students are recognized, by giving them the rights and respects within the teaching and learning process itself. They have the

freedom and rights to take charge of their own learning, as they are given the opportunity and freedom to manage their own learning process.

Therefore, the teachers play their role as a facilitator than the knowledge producer to their students. Teachers are responsible to help and guide the students in their learning process rather than teaching them what to do. In this way, students are given the opportunity to take control of their own learning process.

Furthermore, schools of the Western education also support and encourage students in self-management and in controlling their own learning process. This is where teachers come in to lead and guide the students by giving them guidelines in managing their learning process. In the classroom, children share more responsibility in their leaning process and evaluation and assessment is conducted to see the ir capability and 5 also how they will apply into it Teachers of the Western education do play a role in guiding students to discover and develop their abilities and potentials. Compared to the Western education, Eastern education philosophy holds on to the concept of teaching. Students receive fully knowledge from the teachers inside the classroom. Students in a way receive knowledge in a rigid way as they only seem to learn and study straightly from the teachers. Thus, it is no doubt that a good teacher need to be very hardworking in delivering ideas, teaching and maintaining good relationship with their children.

### CONCLUSION

Pupils who make slow progress are often easily distracted and can also demonstrate off-task behavior. They may have low self-esteem. They may find it difficult to learn new concepts and many struggle to understand what is expected of them. If they are taught in lower sets, they will not have models of high achievement in their peers and will consequently have lower expectations of themselves.

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