



# REVIEW OF RESEARCH

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## EDUCATION AND PHILOSOPHY

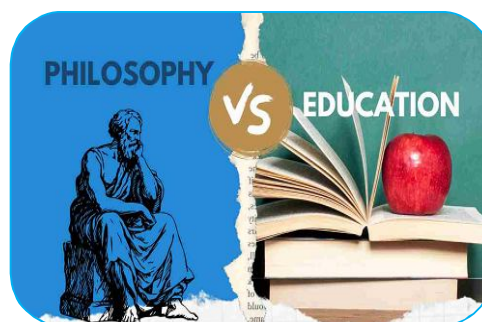
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### ABSTRACT

*Education is the philosophical study of education, often understood as a field of applied philosophy that draws from established branches of philosophy in epistemology, ethics, axiology, and politics to raise and address questions of educational aims, methods, and problems, and of educational policy, pedagogy, and curriculum. Like any field, it has multiple histories, approaches, and models of practice. It is a diverse intellectual enterprise with roots going back to the great philosophers of the Western tradition, most of whom engaged with educational issues in some way. Western education and philosophy is "heliocentric," stemming from Socrates, who conceived of education as inseparable from philosophy and politics, especially in the preparation of the citizen, and as providing a foundation that is summarized in the Greek concept of paideia, denoting excellence and transmission of cultural norms.*



**KEYWORDS :** *philosophical study of education , epistemology, ethics, axiology, and politics to raise.*

### INTRODUCTION.

The field can be characterized by successive and overlapping historical phases, taking a formal turn in the post World War II era, with the so called "analytic revolution" in philosophy and the institutionalization of the field with the adoption of methods and approaches from analytic philosophy. Philosophy of education has been more diverse, with the development of socialized fields and new areas of interest that are based around subject areas such as philosophy of arts education or around specific groups such as early childhood education, or around political orientations such as feminism, multiculturalism, cosmopolitanism, citizenship education, and indigenous and intercultural education. The aim of this article is to acknowledge the histories and diversity of the field of philosophy of education and to point to lines of its future development.

Studies in Philosophy and Education is an international peer-reviewed journal that focuses on philosophical, theoretical, normative and conceptual problems and issues in educational research, policy and practice. Without adopting any one philosophical or theoretical school or cultural tradition, the journal promotes exchange and collaboration among philosophers, philosophers of education, educational and social science researchers, educational policy makers throughout the world.

Coverage ranges widely from important methodological issues in educational research as shaped by the philosophy of science to educational policy problems as shaped by moral and social and political philosophy and educational theory. Single issues of the journal are occasionally devoted to the critical discussion of a special topic of educational and philosophical importance. A frequent 'Reviews and Rejoinders' section features book review essays with replies from the authors.

The philosophy of educational research has traditionally been one of them least studied fields in the epistemology of the social sciences and humanities. However, a philosophical analysis of education itself necessitates understanding how to gather information for its knowledge in order to arrive at a definitive explanation of what it means in the context of human evolution. Analyzing the research techniques employed in the educational sciences is necessary in an epistemological perspective.

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