

HISTORY AND PHILOSOPHY OF EDUCATION

Author/s: Arch. Glenn B. Desquitaldo, *sup.*,
Mapua University, Manila, Philippines
Glenn.desquitaldo1@gmail.com

Abstract: History and Philosophy of education. This abstract shows the thinking of teaching may be deemed a branch of practical philosophy, aimed finally at the leadership of an essential aspect of human affairs. Its problems thus arise more or less immediately from the aspects of learning training and the responsibility of learning in the marketing of personal and social health, however much its responses may be prepared by the bigger theoretical and chronological situations in which they are posed. Thinkers have worried themselves about what the aims of teaching should be, and through what forms of teaching, inquiry, and training these plans might be achieved. This requires attention to the contents of teaching and who shall have influence over it. It demands consideration of the kind of teaching itself, its situations, behaviour, epistemological factors, and what is implied by its dependence on foreign language; the natural world of learning and human growth, both ethical and scholarly; and how all of these are interconnected. The idea of education thus stands at the crossroads of ethical and partisan philosophy, epistemology, and the attitude of mind and language, as they bear on the institutions of learning practice.

INTRODUCTION

There was perhaps a moment when the social culture was communicated naturally from one group to a different one. The young of the species cannot endure to adulthood unless they understand some theories about the planet, some feelings toward it, and some proficiency in solving the everyday problems it presents; and the only source from which they can derive this minimal wisdom is the culture of their elders. The propensity to copy offers a ready-made device for an inheritance, and in primitive groups, where benign environs allowed an unhurried and impulsive connotation with broods or were an exacting setting spared no period from the effort to keep soul and body together, the teaching of the young must have continued without much hypothetical or care. In traditions that were a little more established, the need for teaching in tribal rituals and the training of sons to fathers and of daughters to mothers may have covered spontaneous learning with a thin veil of unhurriedness. Still, in uncouth areas generally, culture must have been passed on without the assistance of persons particularly dedicated to that reason.

Through time, beliefs accumulate, attitudes grow more varied, and skills become more frequent and more complicated. This rise in the volume of culture must have made obsolete the intentional spontaneity of its communication. Mastering what there was to know necessary special and lasting effort; instructing others to master it insisted more than comfortable supervision of their lives. A culture thus improved could find lodgment only in a special class of individuals—those who were able to embrace it. And this class—seers, priests, and scholars—must have become its chief dispenser to succeeding inventions.

Beginnings in Greece

There are two important concerns about the intensity of culture in the hands of a specialized class. Mindful of their possession, researchers naturally got to ask how it could be enhanced and cleansed; and this problem led to the start of doing research. Second, since they were held accountable for teaching, both academics and seculars came to believe that some good intent should be served by their education—that it not only should protect and extend society, but that education should serve some other intent as well.

The original records show that the opening of these effects, the start of the research, began to appear in Europe near the beginning of the sixth century BCE. For a long time, no doubt, the learned had looked upon the things of physical knowledge as complex citizens of the globe and, trusting upon ancient sacred belief, had described the beginning and

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Philosophy in Educational Research David Bridges, 2016-12-01 This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy research policy and practice It addresses epistemological questions about the intellectual resources that underpin educational research explores the relationship between philosophy and educational research and examines debates about truth and truthfulness in educational research Furthermore it looks at issues to do with the relationship between research practice and policy and discusses questions about ethics and educational research Finally the book delves into the deeply contested area of research quality assessment The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research as well as in philosophical work It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments and where argument permits the conclusions to which these point The book discusses these familiar themes using less predictable sources and points of reference such as codes of social obligation in contemporary Egypt and New Zealand the Soviet and the inspiration of the nineteenth century philosopher Abai

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