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EDUCATION AND EXPERIENCE: AN ANALYSIS OF PRACTICAL EDUCATION WITH SPECIAL REFERENCE TO THE EDUCATIONAL PHILOSOPHY OF JOHN DEWEY

YATHUKRISHNA.P. P

Research scholar

Department of Philosophy

Maharaja's college, Ernakulam, Kerala, India

Abstract: This study has undertaken to present a philosophical analysis of the practical approach to education by referencing the educational philosophy of John Dewey, pragmatist philosopher, and author of *Democracy and Education*. Dewey was the propounder of the practical model of the education system and paved a new way to the field of education's hands-on approach. This study emphasizes analyzing his educational philosophy and its relevance in the current educational scenario.

INTRODUCTION

John Dewey is an essential proponent of educational philosophy. He was born into a family of financially backward people. He made various advances in education, which contributed to his savings, making him a philosopher to know worldwide. All his contributions to education will never forget in the world. According to him, education is a process of individual psychological and sociological development. The psychological side refers to the growth of all the student's interests, inclinations, and desires. Sociological development refers to how a child is born and raised, developing those in the community. Dewey focuses on the child-centered and hands-on approach to education. Education should bring the overall development to fulfill their desire and solve their problems because our society faces many hardships and rules and regulations. Dewey is a pragmatist. Therefore, he considers practical education to be the key to education. Whatever the educational attainment, it must be helpful to the individual and the community. If it is not helpful to society, then it will be rejected. According to Dewey, school is the beginning of a small society, so school is about giving our children a chance to do things naturally to us and in every way possible, only if they can get out of all the problems today. The school should make society free from evils. Dewey believes that change in society is a natural phenomenon that cannot exist forever for any society. Whatever change is taking place in the society, it is happening as part of time and space again so, by education, we can make these new kinds of changes beneficial to the society. Dewey opened various ways to the field of education. A child should learn everything; naturally, he should know and feel everything to quickly solve the problems he faces. To him, the purpose of the school curriculum is the construction of social attitudes, habits, and ideas of conduct in the children through the joint activities of school and nature. Dewey supports child-centered education so that every child can have the full

opportunity and freedom to develop himself according to his needs, interests, and ability. Education should not be limited to imparting the knowledge within the book. It also aims to adapt nature so that a child can help them with all their progress, ideas, and concepts in them and identify their needs and abilities. According to Dewey, the practicability of any idea is very important, so it is mandatory to test any idea before accepting it, so it is essential to experiment with the idea to discover the truth by reflective inquiry and experimentation. He believes that truth is valuable, and whatever is beneficial is truth. According to Dewey, Education is the progress of an individual and a society, so education should not limit a single person or community to a small community. It will be an opportunity that provides equal opportunities for all the people everywhere. For Dewey, education should emphasize political and moral philosophy because our society is a fragment in the barriers of caste, color, religion, language, Etc. These divided the individual and broke their freedom so that education could bring a new world out of these barriers. Political education is inevitable to build a democratic society. According to Dewey, "The devotion of democracy to education is a familiar fact. The superficial explanation is that the government resting upon popular suffrage cannot be successful unless those who elect and obey their governors are educated. since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest, and these can be created only by education". (John Dewey (2015). "Democracy and Education). This dissertation analyzes how practical education is being natural and valuable to society by referencing the educational philosophy of John Dewey.

LIFE OF JOHN DEWEY

John Dewey was born on October 20, 1859, in New York. Dewey is an American philosopher and educator with many philosophical backgrounds, notably pragmatism, functional psychology, democracy, education, and he is the father of functional psychology. He was a leader of the progressive movement in education in the United States. John Dewey is a proponent of pragmatism, a philosophical thought that originated in the 20th century opened a new way to problem-solving through experience. He emphasized education through doing. Dewey stated that "I believe that education, therefore, is a process of living and not a preparation for future living." (John Dewey, 1897 My pedagogic Creed).

JOHN DEWEY ON EDUCATIONAL PHILOSOPHY

For Dewey, education does not entirely mean studying the things in the books between the teacher and student who forgets. He emphasized that education should be a journey of experience to create and understand new ideas independently. For him, both student and teacher should learn together. According to Dewey, the traditional education system tried to separate the children from their real-time experience. He believes that educational institutions should be similar to the child's life experiences to understand the true meaning of education and society. So real learning would be possible if the school activities and the student experience are connected. He believed that schools should arrange the students for life in society and socialization. Dewey wrote, "Schools should take an active part in directing social change and share in the construction of a new social order." (John Dewey, 1987, The Later Works).

Education is the reconstruction process of experience, giving it a more socialized value through increased social efficiency. For Dewey, education develops all those capacities in the individual, enabling him to control his environment and fulfill his responsibilities. Dewey emphasized the scientific method of education. For him, science and the scientific method are significant features of educational philosophy. According to him, knowledge and thinking are experience and experimentation. Experience leads to the experimental method of teaching. He wrote, "Experience, in order to be educative, must lead out into an expanding world of subject matter, a subject matter of facts or information and ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience" (John Dewey, 1980, The middle works).

Education relates the people with the environment, so an individual must live both in the natural environment and human environment to attain his proper growth, for which education is quite inevitable.

John Dewey has described the functions of education in the field of growth, life, social efficiency, and experience. Growth means the development of a child's thinking ability and the capacity of the child to grow for further thoughts. The end of growth is education. Life means the child's preparation to face his problems and find solutions naturally, so pupils should be active participants in the social life of the school and trained to lead a helpful life outside. Social efficiency means the child's transformation into a social human being. Man is a social being, he has all the energy, health, knowledge, and experiences that come from social media, and through education, a person can recognize social relationships and virtues. Individual progress itself leads to social efficiency. Experience is the key to education. It creates the individuals to live in suitable conditions and learn everything through doing. It relates to the real-life of a child, and it should include in the school curriculum.

AIM OF EDUCATION

John Dewey did not have an essential fixed aim in education, and he believed that our world is constantly changing, so there is no need for a fixed aim. He was against education goals in the traditional schools because they were moral, spiritual, physical, and intellectual of the eighteenth and nineteenth centuries. He emphasized the present needs of the child rather than the future. For him, the aim of education should be to prepare him to live in the present world.

For the successful life of the present world, man can include the importance of values in education, and values can shape the moral life. Education is a destiny that must be the conditions of a child's overall development to bring out of all their inner abilities and adapt their desires, interests, and needs in a way that he/she can understand. As an experimentalist, Dewey wants every child to develop the habit of discovering the truth by experiment. For him, education aims at the individual's physical, mental, social, and cultural development.

Let us point out some essential social aims of Dewey prescribed by S. Samuel Ravi in his "Education in Emerging India."

1. "To reform and reconstruct the society through education
2. to enable the individual to adjust to the changing social environment.
3. To develop the child fully according to his interests, abilities, and needs.
4. To develop democratic values and ideals in the child.
5. To create social efficiency in the child.
6. To provide educational opportunities to all citizens.
7. To develop the habit of experimentation in children.
8. To remove social evils and make the society good-a good place for living".

SCHEME, CURRICULUM&DISCIPLINE

SCHEME

John Dewey draws up a definite education plan. He divides the child's primary school life into three: playtime according to the child's mental development stages, period of spontaneous attention, and period of thoughtful attention. Each stage differs in different age times. Play period occurs during 4 to 8 years in this period child occupies himself in school and home, and he learns about the social living. In the period of spontaneous attention, which occurs during 8 to 12 years, this stage taught the child how to identify and solve the problems he faces and teach him how to live in the social world. The next stage is the period of thoughtful attention. It teaches to react to the problems and find a solution to them, and it will help the child attain definite skills to mold him for being a better citizen and efficient member of society.

CURRICULUM

Dewey's curriculum emphasizes the child's interest, instinct, ability, and need. The curriculum should focus on the usefulness of the children. It should provide a way for children to communicate, discover, create and present new ideas, including reading, writing, science music, and art. The curriculum must be flexible to all and should be capable of accompanying the changing needs of the child and society. According to Dewey, a child should teach a subject that will enable him to behave democratically and adapt and live in any society. The curriculum should impose on self-experience and experimentation to help the child overcome present problematic situations. After all, for Dewey, Education is life itself.

DISCIPLINE

Dewey was against the traditional strict discipline. He opened a way to free, self and social discipline. Dewey believes that free discipline is a way for children to cooperate without being rewarded with any punishment. The primary purpose of this discipline is to enact social attitudes habits to conjoint with the school to create a society. The teacher's responsibility is to help the child become a responsible person in society and help them discover and understand what can do in the community.

METHOD AND ROLE OF TEACHING

According to Dewey, "Method means that arrangement of subject matter which makes it most effective in use. Never is method something outside of the material". (John Dewey (2012) Democracy and Education, p.159, courier corporation). He emphasizes that learning by doing for his actions to particular subjects is the essential method of learning, and the role of the teacher is to create suitable opportunities for the children to learn by doing. Learning by direct experience is also effective when a child learns to observe and recognize things through direct self-experience, here the role of the teacher is to guide the children to learn by their senses. Dewey acknowledges the integration of education. The teaching method should do according to the wishes of the children. Children are all unique and come from different lifestyles. Therefore, every teacher should understand and pay attention to organizing the activities that are useful to him and teaching the children according to their interests.

Dewey believes that he supports the democratic pattern here. The child must be involved collectively in all the processes of a group by helping him understand how to behave in society and his role in society efficiently. This teacher should assign various types of programs to the children to be complete collectively.

Dewey is himself a practical teacher. The teacher is to observe the children, comfort them and encourage them to do various activities in the natural environment. The teacher should be a guide, mentor, helper, and friend of a child to guide the young's great responsibility.

IMPACT OF DEWY ON MODERN EDUCATION

No philosopher intimated philosophy and education. John Dewey is a great educationist; philosopher and he has approached practical ways to learn through experience. No, His educational philosophy has a significant and lasting influence on modern education.

Dewey's significant contribution to education was the provision of democratic values, and social responsibility for education was also included in the aim of education. Through democratic education, we can eliminate all forms of national, religious, social, and economic barriers that exist in society. Thus, democracy stands for the universalization of free and compulsory education.

The idea of free and compulsory education from 6-14 years in India has derived from the thoughts of John Dewey. In his curriculum, he emphasized child-centered and experience-centered education. His learning activity is mostly by doing, and the teacher should guide the child to flourish naturally in the environment. Self-experience is the best method to learn. In modern education, Dewey

added particular importance to various games. Besides these, he has arranged project, experimental, and problem-solving methods, which are influential in the development of modern educational practices and techniques.

The impact of his project method is to encourage the child to learn through self-effort and creativity in real-life situations.

Dewey emphasized science and technical education in schools. He believes that all progress in society comes from the creative ideas and actions of the children themselves. For him, an educational institution is an idealized society. His contributions to ideas on educational philosophy are vital in every corner of the world.

CONCLUSION

John Dewey is an educationalist and philosopher. He opened a new way to education is practical education, as the hands-on approach. For him, education should happen naturally by experiencing the things in the world. He offered various methods of learning, and it should reflect in practicability. Practical workability is essential in his philosophy. he was trying to create an idealized society from home to school. He showed clearly how a school should be function and teachers should act. Teach the students according to their interests and wish.

Education should be democratic so that it should be widely available to all. He made education a right of a child. He emphasized that child-centered education mostly means learning through real-life experience. Dewey is an inspiration to the world of education. His significant contribution to education is the psychological and sociological aspects of education.

He has created an organic relationship between the individual and society. Man is living in a society that should function according to his interest. For him, everything originates from the activities of the children. Finally, I can conclude that Dewey's educational philosophy is the clear-cut work of practical education, and it is widely accessible and understandable, and relevant to all-time generations.

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