

Study of Teaching Learning Programs educational Philosophy of John Dewey

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ABSTRACT

When discussing education, many people confuse it with schooling. People usually associate the term with places like schools or colleges when they see or hear it. They may also explore teaching or tutoring as a career option. The problem is that, while many schools and teachers really desire to help students learn, their methods aren't necessarily what we would call educational. They chose or were coerced into schooling which is forcing individuals to study according to a predetermined plan set by others. Paulo Freire used the phrase that banking-making deposits of knowledge. Such 'schooling' may quickly descend into seeing pupils as things to be acted upon rather than people with whom to form relationships.

BRIEF LIFE OF JOHN DEWEY

As per research finding outcomes, I found that J. D., was not a philosopher, rather than he was an educator, social reformer, pragmatist, as well as progressivism. Dewey's many positions influenced education significantly, and he is regarded as one of the most influential educational theorists of all time (Theo-bald, 2009). Dewey's many positions influenced education significantly, and he is regarded as one of the most influential educational theorists of all time (Theo-bald, 2009). On October 20, 1859, in the city of Burlington, Vermont, he was born in the United States. In 1879, he earned a bachelor's degree from the University of Vermont. After two years teaching high school in Oil City, Pennsylvania, and one year teaching elementary school in Charlotte, Vermont, Dewey thought he was unqualified for work in primary or secondary education. After studying under George Sylvester Morris, Charles Sanders Peirce, Herbert Baxter Adams, and G. Stanley Hall at Johns Hopkins University's School of Arts & Sciences, Dewey got his Ph.D. His unpublished, now-lost dissertation was titled, 'The Psychology of Kant' (Talebi, 2015). Traditional values were harshly criticised by John Dewey. "old school" at the turn of the twentieth century, with its large number of passive students and uniform curriculum and teaching methods, whose centre of gravity is in the teacher, in the textbook, anywhere and everywhere except in the child's immediate instincts and activities (Dewey, 1915). Taking this into account, he developed an authentic comprehensive and cohesive educational philosophy that defined the twentieth century and impacted the educational reform process in elementary schools throughout the United States, Europe, and Asia. It advocates for a child-centered educational approach based on many important ideas (Dewey, 1915, 1966, 1974c):

- Education is a requirement of life, a social process of continuous change and reconstruction of the individual experience; when viewed through the lens of development, education is a method of living rather than a means of preparing for future living.
- School is a kind of community life in its infancy, as well as a tool for social development and progress. That is to say, school life emerges from all parts of social life, and a child's experience develops in relation to the community in which he lives. The child's nature is characterised by activity, which is represented through his instincts, experiences, interests, and personality. They have enormous instructional potential and serve as a starting point for the learning process, but they are not an end in themselves: they must be managed and guided toward the achievement of set objectives.

The Philosophy of John Dewey

John Dewey was a philosopher, psychologist, educator, and social reformer, according to the literature we reviewed. He is widely regarded as the founder of progressive education in the United States. He was the most influential figure in nineteenth-century education. In recent times, no other philosopher has had a greater and more lasting impact on educational thought and practise, particularly in the United States.

In the sphere of education, his impact has influenced the abandoning of authoritarian approaches and the increased emphasis on learning through trial and practise. Dewey saw education as a means for citizens to effectively and constructively combine culture and vocation, in contrast to abstract learning. Dewey was an active participant in social welfare and women's suffrage campaigns, as well as movements to safeguard academic independence and bring about political reform (Columbia Encyclopedia, 2005). He was a thinker who had a bigger impact than any of his contemporaries on the reform of school procedures. More importantly, his ideology has served as an inspiration to many who looked for rational, democratic answers to the twentieth century's fundamental social problems. The true measure of Dewey's influence is the impact of his ideas on the individuals for whom he wrote.

Many of his ideas have been passed down the generations in classrooms and schools around the world. John Dewey was a globally influential thinker and reformer, and one public opinion poll after another revealed that he was regarded as one of the 10 most influential minds in American history during his lifetime. His educational work is well-known around the world, and it continues to have an impact today, foreshadowing the rise of multicolor independent thought in contemporary American pedagogy (Martin, 2003 and Sharma, 2004). Professor Dewey was a powerful educational philosopher and his influence on American education has been immense but his influence is not limited to the United States. He has also affected the pedagogy of other countries of the world. He travelled to other countries of the world. He has done research and written many books and articles which are studied in various countries.

SIGNIFICANCE OF THE STUDY

The educational problems of today are of great multitude. Indian educational system, like many other educational systems in the world, has its own problems. To seek an adequate solution of the problems, educational system needs to explore the treasure of the educational ideas of the masterminds, the world has produced. Dewey is one of these. For this reason, many educators believe that striking progress of the USA depends on great scholars like Dewey. So it's necessary to study great experts' ideas such as Dewey. Meanwhile, finding the relationship between their educational thoughts and educational policies of a country can be exploited to reform and solve educational problems. Thus, the study of educational philosophy of Dewey and its relevance to education in Iran can help Indian educational system immensely to reform its educational policies. It can give an educational structure best suited to the individual and the social needs of today.

In different studies various aspects of Dewey's thought and works have been investigated by different scholars. Boisvert (1980), Benitez (1990), Macri (1991), Samuel (1993), Rose (1993), Daude (1995), Greene (1995), Pratt (1996), Myers (1996), Flesberg's (1986), Cunningham (1994), Flamm (2003), Crippen (2001), Barnes (2003) and Fitzsimmons (2004) studied Dewey's metaphysics and concluded that Dewey was a profound and important metaphysician. In the Dewey's epistemology Benander (1980), Greenland (2000), Joyce (1980), Bagakis (1981), Blchowicz (1982) Tobolsky (1984), Hayakawa (1984), Kulp (1986), Shore (1986), Alicea (1987), Mooser (1987), Filson (1992), Rogers (1994), Poteshman (1995), Grant (1998), Olafsson (2000) and Johnstan (2004) conducted research. According to their results, Dewey believed that achievement of knowledge was like problem solving method, truth criteria and righteousness of the knowledge. Knowledge was a result of inquiry or thinking. Freiberg (1982), Granger (1999), Meadows (1998) and Mendanca (2003) studied Dewey's experience, which could be regarded as a key concept in Dewey's philosophy. Experience is core of his philosophy. For this reason in his thought main concept of education includes reconstruction of experience. Criswell (1981), Alexander (1984) and Taylor (1997) investigated Dewey's view of the relationship of ordinary human experience and aesthetic experience. Gray (1987) showed that qualitative thought was articulated and explored in its relation to the other forms of thought of Dewey including reflective thought. In an investigation of Dewey's concept of education Clark (1996) and Soroohan (2003) indicated that his ideas on community service and learning emphasized the interrelated nature of the concepts and highlighted the importance of communication, relationships, ethics and guided experience, among other considerations. Mahmodzadeh (1997) stated that Dewey discussed theological subjects in philosophic view 32 and looked for the contents of lessons and nature of society in real life of children. Barcelos (2000) in his study demonstrated that Dewey's effective teaching and learning developed from the similarity between the two situations pertaining to learning. So far, very few comprehensive studies have been done about the effect of Dewey's general philosophy on his educational views. Also, up to now, no researcher has studied the relevance of Dewey's educational views to Iran's educational policies. This necessitates the pursuit and conduct of the present study.

Statement of the Study

Study of Teaching Learning Programs educational Philosophy of John Dewey

Objectives of the Study

- To study a brief life sketch of John Dewey.
- To understand the philosophy of life

- To know the educational philosophy of John Dewey
- To study teaching learning activities according to the educational philosophy of John Dewey.

Procedure of the Study

The present research work is a philosophical and descriptive study. Data is mostly collected using the descriptive research technique, which is based on extensive library study. John Dewey's books and publications are among the most important sources of data. Secondary sources include writings by modern researchers in numerous domains on John Dewey, as well as their interpretation and synthesis. The researcher has also researched many periodicals, magazines, and pamphlets, as well as various documents connected to Indian educational policies, in order to collect authentic material for the study project.

Delimitations of the Study

- The research will be limited to John Dewey's philosophy.
- The research will be limited to John Dewey's educational philosophy.
- The research will be confined to teaching learning activities according to the educational philosophy of John Dewey.

CONCLUSION

The concept of experience is the core of Dewey's philosophy. His philosophy is first a philosophy of experience which sprouted from the idea of a need of a more socially oriented philosophy. He worked to make philosophy useful in his time and our time today. His contribution was not so much about the criticism of the philosophical development of his time and the call for its reconstruction but the reevaluation of experience and placing it in the core of philosophizing. His criticism was shared by a good number of philosophers. However, his uniqueness as a philosopher lies in his reassessment of experience. His philosophy of experience is a reassessment of experience because experience was also not a new word in the field of philosophy. The empiricist, the naturalist, romanticist, and perhaps the idealist has made mention of experience. But instead of adding an exclusive perspective of experience, he tried to reconcile the past understanding of it. He basically defined experience as the interaction of organism and environment. It is dynamic, united, communicative, historic, and socially oriented, according to him. Because there is constantly a new and fresh interplay between organism and environment, experience is always changing. There are a lot of experiences that can happen but no experience is fragmented so as it is totally different and disconnected to other experiences. They are always linked in the idea of unity. This is what makes experience difficult to find a clear divide between one to another experience and also because of its social and cultural dimension. The social and cultural dimension of experience set as the context of every experience. It is the ground where the organism and the environment manifest its interaction. And in the process of interaction there is an inevitable result of communication.

Despite Dewey's numerous works and contributions in education, politics, humanism, logic, and aesthetics, the focus of this research has been on Dewey's educational philosophy related to experience and democracy for the growth and development of a child, due to the limited scope of this study. It was a difficult challenge to summarise John Dewey's most important writings and concepts. Dewey ushered in revolutionary changes in educational philosophy, methods, and pedagogies during his long and fruitful career in education. Essentially, Dewey's philosophical philosophy places the child at the centre of education, focusing on the development of a kid who is a valued part of society; a society that believes in equality and freedom, as well as democratic values and principles. In applying Dewey's method to education, practitioners have confronted pedagogical and practical problems. His lack of clarity on how to set up mechanisms that can see through the origin of ideas to the conclusion of experiences, assess growth and development, and properly construct and organise curricula is the most serious critique. Despite these criticisms, John Dewey remains one of the most influential figures in contemporary education, having left a rich trail of academics and educators who continue to examine the techniques and theories of education he offered and contribute incalculably to his body of knowledge.

In India, the function of teachers is likewise viewed in a distinct way. A teacher is someone who knows a lot about a lot of things and has a lot of authority. What if pupils in such systems discover the teacher asking them questions or requesting that they take the lead? Students would naturally try to exploit such teachers, and teachers would be taken less seriously as a result. Students in India, particularly those in professional universities or business schools, are primarily focused on grades and marks. They would be less committed to the process and would prefer to see the final outcome. Teachers would also be under a lot of pressure to stimulate and engage passive and shy students in projects or problem-solving discussions under such a system.

Furthermore, the link between knowledge and conduct is the most pressing issue in moral teaching in schools. It is fruitless to consider the moral end as the unifying and culminating end of education unless the learning that occurs in the regular course of study impacts character. The two theories most closely connected with the separation of learning from activity, and therefore from morals, are those that separate inner inclination and motive—the conscious personal factor—from deeds as essentially physical and outward; and those that pit action against principle. Both of these divisions are bridged in an educational plan in which learning is accompanied by continuous activities or occupations with a social purpose and that make use of materials found in everyday social contexts.

In such circumstances, the school becomes a sort of social life in and of itself, a little community in intimate interaction with other modes of connected experience beyond the school walls. Any education that fosters the ability to effectively share in social life is moral. It creates a character who is engaged in not only the specific deed that is socially necessary, but also in the ongoing readjustment that is necessary for progress. The primary moral interest is a desire to learn from all of life's interactions.

Suggestion for Further Research

Further Research Suggestions As we look at the situation as a whole, we've come up with a few ideas for additional research.

1. How can we incorporate elements from John Dewey's hands-on approach to everyday classroom curriculum to address social needs in the classroom in 2020 after understanding experimentalism?
2. How can we use information about how the human brain interacts with the environment, as well as John Dewey's philosophy, to come up with suggestions for meeting the requirements of students through standardised testing?
3. How can we better address global concerns by leveraging the foundation of experiential learning?

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