

A PHILOSOPHICAL APPROACH OF TEACHING

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Abstract— There is a question over the basic postulate of educational structure and functioning. At all levels there is growing realization that the existing models have failed and there is a need of rethinking about the role and function of teachers. At a time like this, a completely new approach to the postulates of education is necessary. It is the teacher's approach that breaks through frontiers of cultures and establishes an entirely new set of values, which in turn can create a new civilization and a new society having minds free unbiased and creative.

Index Terms— Philosophical mind, innovation, skeptic, accumulation, divergent thinking, conditioned, suppression, disintegrated, subjugation, diligence, prejudiced.

I. INTRODUCTION

A teacher who is concerned with right kind of education is basically a philosopher. To him there is no difference between philosophy and education. Because they both aimed at the same – to bring about fundamental change in man and by man in the society. While he sets the human minds absolutely and unconditionally free. A philosopher talks with mature people but a teacher or educator teaches the same to young children.

A teacher is the follower of truth, teacher is not only knowledgeable but the supporter of a true value system. A real-teacher love to spread truth not only transmit knowledge. A real teacher-taught his students to love truth in life not accept or spread the prevailing thoughts, dream for truth, discover true values, design a system of society on the basis of that instantly not as it was thought and imagined. It is not a subject which is taught in classrooms, in the universities but it is a thing which we learn in day to day life.

We all are conditioned with thoughts contaminated with prevailing thoughts, it made the minds narrow and old. Thoughts are by nature conditioned, either by an object or by an idea. It is a materialistic process. No thought is independent. Independent thoughts are contradiction with the prevailing system. Present education system all over the world is faulty because it is not aiming at creating a free and unconditioned mind. The educators, teachers and parents all are moulding the students mind according to their own wishes and will. They impose their pleasurable ideas and ideals on them. In fact they are 'industrializing' the students and reducing them to second hand human beings, conditioning to a

pattern whether it is economic, social, political or moral. This conditioning is a barrier to the fundamental change of flowering goodness which is the great urgency.

We carefully observe that teachers try to conditioned their students, though perhaps not deeply understanding the issues. It is not only done by the teachers but it is performed by the society, the environment, the culture in which they have been brought up. The teachers try to nurture them, shape them to a particular pattern. They are going to go through the mill of so-called education. Sometimes it creates inner conflict between 'what-is; the fact, and what should be the fact. It divide the humanity and the world into various kinds of groups. They build walls between these groups. Living in groups with their labels as rich and poor, Indians and non-Indians, people of this religion or that religion. It involves the greatest evil of man killing man. Nationalism, if we look its current face it is in fact a glorified tribalism.

A right education is that education which has to bring about individuals who are neither rich nor poor, neither Hindus nor Muslims, nor Indians nor Pakistanis, but just human beings, who are not divided 'within' and 'without'. The sole aim of education at present time is the acquisition of knowledge specially academic and technical knowledge. The entire system is involved in creating knowledgeable people. The whole concern is on sharpening the intellect not sharpening and broadening observation and understanding of human mind and human nature. The true education puts emphasis on the process of self knowing and self discovery. This kind of education teaches the students to learn about the functions of mind, working of hearts, enable the students to comprehend with sensitivity. In modern technological term we can define education: a programming, programming of mind. Actually we the teachers do the job of programming of students' mind like computer programming. The teachers teach their students to acquire knowledge store this knowledge and apply it mechanically when needed. They are not trained to create new knowledge or at least for divergent thinking. They search the solution guided by their teachers and apply them, without thinking about their applicability and utility.

Innovation is the soul of development, if new generation is not trained for new thoughts, new ways of solving existing problems they will not be able to face future challenges. True education and real teacher implies

the inculcation of sceptic attitude of discovering by enquiry. We should first allow our children and students understand truth as truth and false as false then let them discover the truth and its essence by themselves. Education is not only learning from books, memorizing some facts and principles, but learning also implies how to look, how to listen to what the books says to us. There is a clear discrimination and division between learning and accumulation of knowledge. Accumulation of knowledge burdens the minds of students and makes the mind mediocre and dull.

Accumulation of knowledge is necessary up to a certain level for physical existence but for peaceful and purposeful existence, understanding of world, understanding of self and understanding of other's self is needed. When knowledge becomes all important, learning ceases. The more one add to knowledge the more secure, the more assured the mind becomes and therefore the minds becomes dull and ceases to learn. Acquisition of knowledge dictates limits while learning is limitless, endless.

We are struggling with a big problem in schools which is the problem of indiscipline. We the teacher have a common experience when we enter in a class normally we find students irrespective of any standard busy in talking. When teacher reminds them about her presence then they make themselves alert to listen to the teacher. The whole incident shows the unwillingness and disinterest towards education and an unliking attitude towards the teacher. To bring out them from this state sometimes teacher scolded them, sometime punish them, some disciplinary actions are taken against them, Normally the discipline we try to impose on them is external, which is artificial and less longer lasting and superficial one. It puts together the thoughts which can never grasp the true order. The order of thoughts is not

complete and creative but destructive and incomplete. It is a barrier in bringing out inner discipline or self discipline. By external or outer discipline we calm down or make them disciplined or orderly only physically, the inner is still indiscipline. Externally imposed discipline is a conditioning and controlling of students who are internally disintegrated and undisciplined. It involves suppression, resistance and opposition. It is love and belongingness that leads to right action, what brings order in the world is love and let love do what it will.

II. CONCLUSION

Discipline in its true sense is not subjugation but diligence of activities watching or observing oneself without sinking into second hand and imitative existence. A true disciplined mind is never negligent but ever vigilant. It is the duty of teacher education to create such teacher who possess philosophical mind, technical skills, peace loving humanitarian hearts, vibrant, clear, fare and fearless vision, with non prejudiced behaviour.

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