Position and Role of Teacher in Education from Perspective of Idealism and Pragmatism

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ABSTRACT

The most important factor during the education is educational system and its educational role in leading students is very clear and significant, for this reason, during history, philosophers and great coaches have proposed very important perspectives and opinions about teacher’s educational role. This study aims to introduce perspectives of two Pragmatism and Idealism and consider them in this field bring summary of comments of two catalepsies, if title is abstract. One of the main and complex problems, that contemporary world education systems has been faced them and show direction of various education aspects, is education purpose problem. For correct selection and success in determining purposes proportional to social necessities and needs, must consider educational thoughts of new and old philosophy schools and compare with each other. Idealism as one of the oldest philosophy schools, on the other hand, pragmatism as one of the philosophy schools in twentieth century, can be suitable field for comparison.

INTRODUCTION

One of the specific events in present century is general trend to education and this attention has been originated society class system transformation. In current world, people have realized to this fact that growth facilities don’t belong to specific class and they can provide everything for themselves that belong to specific class in past tense [1,2].

In discussion about education concept, there is a problem about human, because education meaning had been towards to human meaning in total human era and have basic and important role in human life. Hence, this concept always had been un regarded most scientists, philosophers, intellectuals, social reformers and even poets and authors and every group of them has discussion about its importance, role and nature by their experiences [3].

Teacher is the most important educational system factor during education process and his/her educational role in leading students is very clear and significant. He can identify student’s needs because close relation to them and according them, lead learning progress by adjusting educational matters as an educational leader in caste. He can increase student’s knowledges by ordering to their learning and finally completed them. Because of this problem, scientists, philosophers and great teachers have proposed very important views and insights about educational role during history [4]. This study aims to present insight in idealism and pragmatism and consider in this problem.

According to this thoughtful system, ideas and thoughts have gentry and material and natural things are not authentic facts. Authentic facts belong to spirituality and image. The most authentic values are absolute and spiritual that have relation to thought and world and everything have relation to spiritual world, is authentic and have absolute value and everything have relation to natural and material world, have low value. God is source of all know ledges and values are changeable.

This school, that philosophies personnel believes, have been main share in creating and developing image-oriented philosophy, believed that material world neither existence nor nonexistence but also is phenomenon. This means that every world creatures have perfect and real sample in other world, that is real and authentic
world and everything are in this world, such as material and spiritual creatures, are phenomenon. This school has named that only wisdom can understand them.

Pragmatism emphasize on experience by its extent meaning including cognitions, feelings, thoughts, judgment, comparison, description, rational trend and attention to works relation to each other.

Thought axis of pragmatism is human thought content practice and usage fact value depend on its practical usage. Correct criterion is human practice or not his rational and logical opinion and reason we can conclude that Idealism and pragmatism have basic difference in intellectual and philosophy infrastructure. Even in ontology there are not similarity between epistemology and axiology that are basic philosophy problems. But, because Idealism is the full record set philosophy schools in the newest one. Comparing insights of these two schools in teacher attributes and their important role in education according to Idealism have and have important position in educational thoughts from ancient to now and pragmatism also have specific position in American Industrial Society, is analyzable and researchable problem, and this study has led to specify philosophers insights of these two schools in this problem.

This article will not provide you with everything you need to know about educational philosophy, but it does allow you to see a lot of stuff at once in order to compare and contrast these ideas for yourself. I believe that a teacher is not merely a pedagogical source. He/she should inherently be a mentor for students. The major academic goal in teaching has been to help students understand the economic theory and financial analysis and their applications in the behavior of consumers, families, and small business. Other goals include preparing students to be ready, well rounded, and successful professionals who not only can form their own philosophies on the world around them but also work, create and invent.

**MATERIAL AND METHOD**

Study method in this paper had been descriptive- analytical method. So, In descriptive method, its purposes is objective, real and regular description of characteristics of a specific subject, and researcher search more description, less anticipation of events, data collection method had been library and referral to educational papers and effects in this field according to research title and also done scientific researches are about relevance problems to considered research specially, referral to valid sites and internal and external Expertism publications of the most important subject also will be component of data collection. According to study Cade subject type that had been descriptive- analytical and considered data collection type had been library and referral to sources with original language or valid translations, so data often will be order as strap and then will be analyze.

This study has obtained by performed data in western society and in Islamic societies had been generalizable, and has done by educational methods analysis in two above school in western countries. Used Sources and main references in this study have been books and effects about these two schools firstly and expertise magazines both internal and external valid sites both external and internal secondly.

Data collected as strapping studied cases and then collect, then collected data categorize according to main research questions and analyze in every part on designed questions resources. In next phase, obtained results were codified according to flash cards and studied analytically and then obtained results have arranged with flash cards as paper frame.

**Results:**

One of the basic discussions in education philosophy is it’s reality and criterion that various viewpoints have conflicted them. This study aims to specify view point in Idealism and pragmatism in this problem. By searching and studying in Idealism and pragmatism opinions of some philosophers have been collected and offered. Plato is one of the Idealism philosophers, founder and in fact is forerunner of many philosophy deep discussions.

His main concerns had been human in philosophy, same his professor Socrates and avoid natural philosophy, same his professor Socrates and avoid natural philosophy. From Socrates and Plato points of view, four moral basic virtues or arts include knowledge, justice and continence. From Plato points of view, continence is the manner that in it, zealotry leads to conquer superior on trend to agree propensity [5].

His educational opinion that has been explained in republic book is illustrative design that is according to acknowledge. In this system, virtue also is as final result and intelligence and accumulate peoples result. He differentiates between education and numerate education generally. From his point of view, education means inherent talents efflorescence or its change from potential to actual. So, main education purpose is predominant talents detection and their preparation for statesmanship in idealistic community, means community based on justice and wisdom. According to Kardan, we can summarize this purpose in breeding elites.

Plato defines various phases for education and explain specific curriculum for everyone that is following [6]:

1. Ages 3 to 6: habituate to discipline.
2. Ages 6 to 10: breeding physical power in gymnast
3. Ages 10 to 16: teaching in reading and writing and accounting
4. Ages 16 to 20: military teaching
5. Ages 20 to 30: scientific and literary subjects teaching
6. Ages 30 to 35: philosophy teaching and dialectic method End note in these educational systems is sublime teacher position. Teacher is pattern and agent of culture ripe. His or her election is very important. He must be values symbol, and must love students and must be fervent and motivated. Students also must model his/her teachers and try to respect teacher dignified position until will attain to his/ her scholarships and knowledge.

According to Plato, community happiness is only possible that community people and their rulers are wise and just and be managed by acknowledged or wisdom that require to experienced teachers [7].

René Descartes had many activities in mathematics and physics and biology, so named new philosophy father that rescued him and philosophy from every adherence (dependency) with basic doubt and decided to examine his thoughts and ideas again and identify true from false and after attaining clear and distinct thoughts, regularized them and established on constant base. He found that if all persons opinions are against us, maybe are not lowbrow Many of them, If they have more wisdom than us, have wisdom same us and finally since he could not find person with opinion beyond others, forced to guide himself [8].

Descartes offered and applied his guidance and self taught and passed mediaeval barrier and announced its educational routine falsity. He focused on wisdom natural clarification on one hand, and assumed them as education and attention result.

For understanding Descartes affect importance that is reconstructing philosophy remembering this effect when Galileo was accused to say "earth swirl is enough. It is true that before Descartes, other Montaigne French philosophy, had said any thought is not doubtable and accuracy of every belief is only probable. But Descartes effect had difference to Montaigne effect first Montaigne had not offered method for research and measurement and secondly doubting for Montaigne is and/ but for Descartes is route beginning. Descartes is not skeptic and does not bind to anything, his intention of doubting, is prevention of precipitance in arbitration and release of pre-arbitrations.

Descartes focus on clarifying and differentiating thought such as symptom and scale of reality and emphasized on wisdom natural clarification and also universalization of this ability, preferring to understanding and measuring thoughts by their learning, depositing ambiguous language of students and electing simple and clarification language and finally attention to mother tongue. These are notes that differentiate new theory from mediaeval theory of students so we can say that Descartes philosophy is not new from points of views, new philosophy father name is worthy for him without any exaggeration [5].

This action led to reviewing education flow and measuring its basic meanings – means moving to education philosophy, caused to emerge thoughts during multiple centuries and education base became renewal and universalized [6].

Makers of these thoughts were philosophers that in considering human and his evolution, measured education problem, and his evolution, measured education problem, and\ or were educators that paid attention to their effect bases and measured its method Kant is founder of new philosophy, namely critical philosophy. He established Kopernik evolution epistemology by his opinion in philosophy.

His opinion about human in beginning birth is unable. But have inherent readiness that can grade human by helping it Kant shows in his annotation that how by helping his educator and caring and finally disciplining person can arrive human position means freedom thing and legislator, He clearly has not said his opinion about human nature if good or bad but there were contradictory in his thoughts, sometimes follow Rosoo that is his inspiration and says human have good nature and says bad things resulted in deviation and accident.

Kant believes that human capable by education. In fact, human has not instinct against animal and has not preparation for living in birth and is imperfect Kant in education start with human natural freedom and says that important education purpose is natural human change to moral human and human perfection. He thinks to humanity and continuous human progress and human perfection and says that pay to group and modern social purposes is wrong [6].

Kant believes that human must base their behaviors on these 3 rules:
1) Their task includes acting to task and respecting to general rule without condition. 2) Others must be purpose for them not instrument. 3) They must behave correct as others can behave same them. Education means teaching think method, not others thoughts or self- though Kant principles in book about education including:
1. Freedom principle. Human must not be freedom only, but must be freedom, means that must be obtain freedom only, but must be freedom, means that must be obtain freedom only, but must be freedom, means that must be freedom and predominated on it, not be under it, on the other hand, human must be up semi-anarchy freedom, then attain reasonable freedom.
2. Discipline principle the most important effect of education is barbarization to discipline change Education is valuable positively when focus on discipline that cause to obey.
3. Activity principle (work). Working cause to passing from nature to culture; the best utilization of life is working.
4. Coordination principle. Important rule in this case is including that never bred power for itself, but every power must be bred by relating other powers. This principle means that there is coordination between various lessons and education phases' connection with each other’s and between physical education and psychic education.

5. Experience principle Kant believes that all acknowledges must start with experience.

6. Providence principle. In education, we must pay attention to time factor and evolution of educator psychic and physic forces. Education must be impend to humanity general progress and must be find base by connecting to history that is future [6].

Johann Gottlieb Fichte says that experience is intellect effect in self nature and or thing effect in self nature. If we accept first manner it is Idealism and if we accept second manner, it is Dogmatism that will arrive to Materialism and intellect downfall to a sub event we must accept one of these, but with which scale or criterion? Fichte believes that it depend on every person human nature or interesting to self and in practice, display two Idealism priority systems to Dogmatism [9].

He says that we must go beyond self objectivity and arrive to self- pure we can understand this self-pure by rational intuitions, means that everyone do thing and is aware of their work, he is aware of self same working doer. Self- aware have in tuitions of self- pure, but this self- pure is not one thing against acknowledge, but it is activity or attempt. In this regard, we can name self sublime and when we say that I walk means I give objectivity to them, means that I make it as object against mental and appear self- pure in this activity [9].

In Fichte interpretation, appear self and it is not possible, unless self is forced to self, means that obtain second philosophy basic proposition one portion or except of self is against self without mediator, except of self means that objectivity is limited and is not specific thing and because self and except of self are unlimited and want to drive out of field, so must be limited and so obtain third philosophy basic proposition. Fichte believes that theoretical derivation follow practical derivation, because absolute- self is wide attempt towards to actualize self by moral freedom action and self- except means nature world is a tool or instrument for achieving this purpose [9].

Fichte wants to reject every external reference for moral and says false and true criterion is conscience that is finding every person. Conscience source also is practicalpower and because it doesn’t arbitrage then conscience it doesn’t arbitrage then conscience is a feeling. This feeling indicate compatibility between experimental- self and pure- self. If every one doesn’t act according self conscience, then doesn’t err. Only it is possible that compatibility has been disappeared or foggy, but there is a task. So conscience in moral practical life is paramount arbitrator [9].

Froebel has opinions like Fichte, Hegel believes that when real identification appears, human has passed this old dichotomy and change all variables to integrity. He carries this philosophy- theosophical thought to education domain and says: because happy and free activities originate as a total from world point of view, first, educator must develop child relations with environment. Correct education originate interior and the worst kind of education is exigent education. Primary conceptions enter to mental by attention and have symbolic value [5].

Froebel more pays attention to activity educational role automation and play. This play was meaningless and sometimes was incommensurate for medieval educator [5].

He said that religious, natural sciences and mathematics and language teaching is valuable for realizing education purposes. He believes that education depend on family integrity. The most important virtue for mother is gentility. Whereas father’s task is advise guidance. The family is the best place for human progression [10].

Educator task is that lead parents to virtue. Moral rules are absolute and human understanding is limit. Froebel obstruction is that he is not straight and clear in self thoughts and this cause to seen wonderfully. He is one of the thinkers, after Rosoo and Pestalozzi, that has understand self- wanted activity and play and handiwork in child psychic growth and has innovated new method in breeding young children. He has confirmed necessity and advantage of education in pre- school by establishing primary kindergarten. Froebel believes that education moral interpretation is life valuable method and finally his effect had positive effect on hard educational condition in many countries such as Iran Education with punishment change to education with kindergarten recreation that had effect on higher educational classes too [11].

Charles Sanders Peirce was skeptical philosopher that says self is fallible, because he believed that it is possible that his many thoughts subjected to error. He was saying that I am human that reviewer will not say good thing about him. Because gentry’s philosophy of his error able act indicated reality relation to time and place changeable, he forced to doubt every philosophy theory as experience until confirmed [11].

He had not satisfaction of William James method, pragmatism theorist and changed his theory name from pragmatism to pragmatisms in 1905.

Peirce believed that for attaining perfect clear in our thoughts about a subject, only it is necessary that pay attention to subject contents and its effect on environment and what can we expect from it. Peirce opinion of action – oriented was a method for clarify thoughts and used them for clarifies meaning thoughts, reality and fact.
Peirce described belief as desired feeling that was defined practical habit believing to practical action is special and in specific condition. He believes that main thoughttask is that provides act methods and character, so it is an unreasonable speech that thought is meaningful regardless of its relation to its function.

If we seen multiple theory discuss about believes that there is not practical difference among them, they have one opinion and their difference is among.

William James look at education from two views: action- oriented form two view: action- oriented and psychology and says there is reality for human inward or spiritual life. He says that education work is in preparation for solving life problems. But he doesn’t see this life in material states. Whereas he says that faith in god and religiosity are internal calm necessity and self health and the way towards perfection. He says that education methods and programs must be according to psychology rules. He says that tutorship is intuitive that is not in everyone and is not valuable teacher education and is not effectiveness. He believes that educator must be familiar with child psychic manner as transformed current until succeed and act as active system and identify primary responses such as fear and delight and pray and imitation and need to making.

He believes that education is including organizing to forces that have been saved in human essence as trending to forces that have been saved in human essence as trending to act and then habit. Education can and must replace more complicated responses to primary responses and finally create one practical or valuable rational habit serials in child.

He is second class philosopher and first class psychologist. He believed to watching and experiencing method widely. He says that arguments and rational base on experiences and evident are waste.

Pragmatism back to verbal solutions because of priori reasons relation to stable principles in dependent systems and namely absolutes and its origin.

His father had deep religious feeling as finding was finding himself in psychic conflict between practical understanding of world as interpreted Mechanist understanding ad denied human authority and religious understanding containing believe to god and also human authority. So James pay to religious problems and interpreted them by pragmatism. William James believes to third species for experiencing religious and paints it, means that beside intuitive conceptions and intrinsic conceptions, named religious perceptions. He attains them by obtaining religious experience of ultra- natural states. There is arealm except of tangible world because there is an effect in this world. Unconscious self capable cause to relate with spiritual world that is origin of many religious experiences.

Dewey has important role in important education evolution, American great philosopher and educator. Form Dewey points of view, education is including renewing and arranging experience that enhance its deep or meaning and develop experience current leading able. He believes that we must pay more attention to experience and thought in education program. He believes that learning and understanding is not real only by collecting and saving meaningless data in mental. He believes that in educational program must be observed phases such as continuity of meanings with each other, mutual relation between educator and learner, social control and its observance in class.

He takes in to account active methods in education and says that active methods must develop understanding, inventing, renewing, learning work, tasks and practical activities.

He is against traditional methods such as lecture and memorizing and says these methods have and many defects. Dewey believes that teacher have guidance role and students colleague. He believes that teacher must not be have pure wise role that want to transfer his acknowledge, but he must force to think students by activity, research and breeding. He believes that must be mutual relation between learner and educator or teacher and student. Also, he believes that if in teacher education, subtilized enough accuracy and used active methods for educating him and created one mutual relation between teacher and community, so teacher educate that has high understand strength for contacting students and solving their problems. He believes that student need to interest and propensity, so we must pay more attention to these two basic factors. Students must be educated as self – operant, not tolerate other person act. Dewey believes that education must be according to abilities and capacities of students. Dewey purpose of attention to student’s individual difference is not handicapping for some or frustrating other persons, but means that forced every person to his talents and capacities. Dewey says, lesson program, method and contents must be according to children differences with adults and finally he believes that child rational research is kind of social making and includes cooperation between children, between them and adults [6].

Herbert Mid, like Dewey and James, was one pragmatist and pragmatist was American nineteenth century philosophy that believed that we must search sentence meaning in practical results that this sentence indicate them what have importance in this speech is that pragmatism emphasize on rational role.

Against Horton Cooley, that his opinions about society led to one side of mental- oriented and self-toleration, mid had remained on social objectivity- oriented continuously. Mid believed that there is objective socially life that sociologist scientist must consider them. From mid points of view, social is not a mental event, but belong to experience objective face form his points of view, social psychologist is a branch that consider person’s activity and behavior in social framework. Behavior of one person can be finding by general behavior.
of social group, because individual responds depend on social responds that related to other group members and one person.

Against Watson and more traditional behavior- oriented, mid develop behavior- oriented in two mental and society dimension. Then we have two kinds of behavior- oriented, means Watson behavior- oriented is tradition, psychology, or imitation- oriented or basic and the other is social behavior- oriented that mid has made it for solving important problems. Mid says that psychological behavior – oriented ignore internal and external behavior dimensions that have root in animal psychology [12].

For Mid, communications were basic process in human societies. Form his points of view, when communications occur that participants use meaningful symbols. So communications must be a organized process, a process that develop and expand a organization widely, with every direction [13].

After reviewing points of view of two schools, have offered common and segregation faces of two Idealism and pragmatism in education philosophy purposes and bases (Tables 1 and 2).

**Table 1**: Faces of united and segregation in idealism and pragmatism philosophy bases.

<table>
<thead>
<tr>
<th>Philosophy bases</th>
<th>Unites faces</th>
<th>Segregation faces</th>
</tr>
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</table>
| **Ontology** | 1. Reaching to existence reality is via education.  
2. for reaching to venality. We require to stimulus, excitation and lead.  
3. our purpose include Reaching to human ability outrance.  
4. Human is social life.  
5. for everybody, according to his abilities, must be provided opportunities for using and effort for evolution and reaching to purpose | 1. In Idealism, world venality is psychic essentially and world is symbol of general intellect and animus whereas, in pragmatism, world reality is uncertain and instability experience.  
2. In idealism, human actual essence is non material and human reality is part of general psyche. Whereas in pragmatism, human is part of experience and part of nature.  
3. In idealism, God is absolute psyche and eternal power in world. And nature is God synthesis. Whereas in pragmatism, single and subnorma life and rational avnot existence and everything in world is basing experience. |
| **Epistemology** | 1. Existence perception base is cognition  
2. Human have facts reception power and acknowledge is human effort result.  
3. intellect help to world perception.  
4. They emphasize on self- efflorescence and self- efflorescence and self- activation.  
5. mind is domain of meanings and concepts. | 1. In idealism, principles acknowledge and general regulations is mind whereas, in pragmatism, knowing meant reaching to absolute reality whereas, in pragmatism, reaching to relative and variable realities.  
2. In idealism, recognition process is potent ideas reminder by dialectic whereas in pragmatism, recognition is according to remaking experience by solving problem.  
4. In idealism, recognition truth criterion is mental cases relations and correlations in part- total world whereas in pragmatism, reality criterion is mental cases relations and correlations in part- total world. Whereas in pragmatism, reality criterion is relative and depend on its role in situation. |
| **Axiology** | 1. value is social and individual efforts that must be coordinated with world moral regularity  
2. knowing relation in democritiative social for creating good behavior with value .  
3. value expolaration with helping ration is possible  
4. values criterion is reaching to purpose | 1. In Idealism, values are real and absolute and rational that are in world structure whereas in pragmatism values is relative and experimental.  
2. In idealism, values criterion is its effect in reaching to ultimate. Whereas in pragmatism, value cases criterion is cooperation in solving problem and having suitable practical result.  
3. In idealism, value and existence id separate from each others |

**Table 2**: Faces of unites and segregation in education purposes of idealism and pragmatism.

<table>
<thead>
<tr>
<th>Education purposes</th>
<th>Unites faces</th>
<th>Segregation faces</th>
</tr>
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| **Education physical purposes** | 1. Physic growth and health and increasing existence abilities capacities for creating proportion and necessity ability and maintain life and continuing to life.  
2. Shaping to human characterization for strengthening social cooperation sense of group life and…  
3. Preparing individual for duets and responsibilities of adolescence period.  
4. Providing field for habiting child to social life and facilitating social- adapt process and reaching to maximum social performance.  
5. growth of all human character aspect including rational growth, emotional growth and individual and social evolution | 1. In idealism, physic education is for understanding absolute reality whereas, in pragmatism, physical education for reaching individual experience and more interaction with environments for solving social problem.  
2. In idealism, physic education for adjusting power and physic activities for completing human characterization whereas, in pragmatism, physical education is for meeting needs |
| **Education art purposes** | 1. Finding value and collaboration necessity.  
2. Emotional, mental and physical growth in children.  
3. Showing abilities and person internal experiences.  
4. Attention to human and moral values.  
5. Attention to peace and calmness and harmony in life.  
6. breeding creative forces and self- confidence and independence in children | 1. In Idealism, art education is for attention to beautiful God and existence creator. Whereas in pragmatism art education is for expressing experience values, changing hope to future of this world.  
3. In idealism art education id for expressing absolute human values, moral bases and cosmos eternal facts whereas in pragmatism is for developing social skills.  
3. In idealism art education is for moderating to emotions ad |
<table>
<thead>
<tr>
<th>Education moral purposes</th>
<th>Education rational purposes</th>
</tr>
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| 1. Attention to social and moral values and believing to democratic relations.  
2. Scholaring good life, acknowledge scholarship.  
Justice and providing person and social happiness.  
3. Attention to rational recognition and acknowledge in moral for inhibit acting emotional and lusts.  
4. Individuals social intelligence development and complement and enhancing instincts to interactional social intelligence for reaching to education social role.  
5. Emphasize on relative freedom and freedom under directing ration for democratic life in social | 1. In idealism, purpose of rational education is, reaching to stable facts (ideas) by thoughts (dialectical methods).  
Whereas, in pragmatism, the purpose is, providing relation between individual mental and absolute mental for sharing in votes and thoughts of absolute mental whereas in pragmatism, is for making mental structural by self in interaction with environment.  
3. In idealism, rational education is for following bound for providing intend discipline and creating stab peace and hoping to total life whereas in pragmatism, is for solving problems for anticipating effects and certain results and controlling conditions. |

**Discussion:**

One of the main and complicated problems that modern world education systems have been faced them and characterize direction of various education dimensions, is education purposes problem [1,2]. For selecting correct and success in purpose determination proportional to society necessities and needs, it is necessary that consider old and new philosophy schools educational thoughts and compare with each other. Idealism, one of the oldest philosophy schools on hand and pragmatism as one of the twentieth century philosophy schools on the hand can be suitable field for comparison, specially of education purposes is these two school have clear common and segregation faces and Also our country education has affected these two schools typically.

Idealism and pragmatism offer image of human as education subject are close in directions and fur from eachothers of other cases.

One research about this field indicates similarities and differences. Main purpose of Idealism education is that breeding student for understanding world pure reality by Plato dialectic method. In Idealism, human leads to knowledge by ration, whereas in pragmatism, obtaining knowledge by research scientific method. Idealist education purpose is ration growth. This school in educational content pays attention to abstract material and transferring cultural heritage and says learning is mental act and emphasize on teacher.

Stantov says that pragmatism educational philosophy usage in Bulgaria education system is valuable according to emphasizing this school on progression, democracy, human and science.

Shock also says that pragmatism philosophy moves to progression According done studies in this field and mentioned, we can conclude that totally some studies believes to Idealism points of view pragmatics and other to pragmatism pragmatics in education. One hand, Idealism importance belong to past and history and base of some modern functions of education has hired in idealist land scape,but on the other hand, pragmatism has established on twentieth century American.

Comparing education purposes from thinker’s points of view in these two philosophy school can cause to identify critical moral relation to educational policies and planning.

Unless deep differences in Idealism and pragmatism philosophy bases and also serious differences in determining education purposes, because main education purpose in every two viewpoints have been learning know ledges and skills and enabling students for future meeting needs common faces in purposes are natural action. But except of common and segregation faces of education purposes in these two viewpoints, every these two viewpoints have clear strength and weakness in their purposes that originated of kind of vision to human and his needs in these two schools.

Idealism is one of the oldest human thinking systems by emphasizing on human spiritual nature and growth process of human and is rational base and root of many modern education functions. But emphasizing on meaning widely and ignoring many environmental and external facts cause to not understand this school form human natural needs correctly. Pragmatism by focusing on; Fact pragmatic theory (measuring one thought by functional criterion and its advantage) proximate education to real life and so many in consistencies between science and practice, school and its external social environment destroy person and society, discipline and freedom and also instrument and purpose. But, because of much and too adherence to action and fact, cause to ignore many human deep and spiritual dimensions and down off education as learning knowledge and skills that
have clear usage. So, maybe we can say that an educational purpose of these two schools are supplemented each other and use of educational teachings of every two schools and doesn’t persist on attending to one and releasing other is better choice for education systems. On the other hand, education system personnel’s can use those educational groups of these two philosophy school that is according their education purposes route by retaining criterions and principles base on dominant philosophy and thought on their systems optimally such as our country education system.

REFERENCES