

VALUE OF THE TEACHER IN EDUCATIONAL PHILOSOPHY

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Abstract

The development of human qualities depend on the importance of education. Philosophy of education concerns every aspect of the educational enterprise. The main concern of the philosophy of education is to formulate the purpose of education, the method of teaching, what ought to be taught, and how it should be taught. Immanuel Kant (1724-1804, German Philosopher), holds that the ultimate aim of education is to promote the realization of the peaceful international state as the embodiment of human perfection. In our country including the world, it is impossible to stand without having teachers in the field of education, for peace and the development. In this case, the value of the teacher is vital for society. The purpose of this research paper is to present the value of the teacher in educational philosophy.

Keyword: (1) philosophy of education (2) value of the teacher

Introduction

The life of the teacher is the most important issue in both Myanmar and all over the world. The life of the teacher was appreciated, admired and interested by many thinkers from both East and West. They take respect in the status of them. In our country including the world, it is impossible to stand without having teachers in the field of education, social, peace and the development. Education is the vital component of every societies. Without education, it will be impossible for the development, in political, social, economic and cultural life.

Philosophy of education is concerned with virtually every aspect of the educational enterprise. Most of the philosophers had claimed that education is mainly related to moral, virtue, knowledge, state affairs, society, and culture.

Among the distinguished philosophers of philosophy of education, Socrates (470/469-399 BC, Greek Philosopher, one of the founders of Western Philosophy) had claimed that the students should know the truth about the good or virtue. In order to discover the truth, the dialectic method was used. Plato (427-347 BC, Classical Greek Philosopher, founder of the Academy in Athens) believed that the business of education is to teach about virtue and to reform conventional morality in its direction. So according to Plato, education is the chief method of reforming both the individual's character and the state. For John Lock (1632-1704, English philosopher, Physician), the purpose of education is to produce people who will advance the happiness of the community. John Dewey (1859-1952, American Philosopher, Psychologist, Educational Reformer), Said successful education must aim to bring about a better condition of things than existed earlier. Realists believed that a teacher must have full mastery of knowledge of present life. Naturalists held that the teacher is the observer and facilitator of the child's development rather than a giver of information, ideas, and will power or a molder of character.

By all these accounts, we came to understand that all philosophies of education reflect their respective times and conditions, rendering relatively successful contribution to the society. The main concern of philosophy of education is to formulate the purpose of education, the

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method of teaching and learning, what ought to be taught, and how it should be taught. So the role of teacher is vital for the students.

Some Philosophers Views on the Value of Teacher

Education is the most important necessary condition for the survival of human beings. An educated person is the real source of cultural development. Education can absolutely support the cultural life. An educated person is able to live in good and healthy social relationships with others. The process of education by far the simplest mean is process of teaching, process of learning, and teaching-learning process. In these processes, teachers play a crucial role, who motivate, initiate, encourage and educate students or learners in their effort to gain knowledge or wisdom. In both secular and non-secular learning, teachers are instrumental and central in all efforts to gain knowledge. Therefore, the value of the teachers is unfathomable. Accordingly, this paper will emphasize values of teachers, expounded by some educational philosophers. Thus, this paper will emphasize the education views of some philosophers who respect for the value of teachers.

John Dewey's View on the Value of Teacher

John Dewey (1859-1952), an American philosopher and social critic was a theorist of education in the twentieth century. He was regarded as the most popular philosopher of education. John Stuart Mill (1806-1873), English Utilitarian, considered that happiness consists of three distinct features; pleasure, duty, and self-realization. He believed that education should promote a vast amount of happiness for many people. Dewey accepted these three ideas. He held that pleasure is the satisfaction of one's activities, duty is the most satisfactory activity and self-realization is the one which the individual most genuinely prefers.

According to Dewey, education is the set of group habit or the perpetuation of society. In other words, education forms the basis for the social progress. Education should teach everything which any one is interested in learning. The students should take interest in the subject matter he has to learn. He should also participate in school activities. Dewey pointed out that the child's activities consist of the intellectual, social, moral, and physical. If they are carried out in cooperation with others, they will be more effective. According to him, all learning must come as a product of actions and for its own sake. Thus, the child must learn through participation in various activities. Education, the purpose of which, is to help the growing of a helpless young animal into a happy, moral, and efficient human being, is the fundamental method of social progress and reform. He advocated that opportunities to "participate in the information of controlling aims, methods, materials of the school of which he is apart", should be given to the teacher.

He emphasizes that the teacher is an agent. He is also mainly responsible for this complex process of education. The business of a teacher is to suggest the development of ideas and to prepare a setting conducive for learning to the students. There is a reciprocal relation between the teacher and student. They should make a plan together and they will have to learn from each other. Here, Dewey said that the teacher does not have power over his students, but he acts as a guide, he motivates them to create their own relations, connections and ideas by themselves. A modern teacher, he must think of various factors and ideas that the traditional teachers did not consider. These are total physical settings such as feature of class room, library, sport activities, school affairs, and school environment and so on because they thought that only the subject

matter can create learning environment. And the teacher must know the psychological condition of individual students. So, he can encourage motivation, intelligence, and orientation of his individual pupils. Moreover, he should understand the social psychology of the group. So, he will serve general interests, needs, and purpose of the group for developing the curriculum. He has to know the psychological principles of learning, memory, transfer, and motivation. All these i.e. qualities of a teachers, will lead to more effective and easier learning. A teacher without these qualities cannot accomplish his duty as a facilitator of learning.

For all these aims to be accomplished, the teacher must be a well – educated professional. In drawing the developing units of instruction for his students, he must have a great range of general knowledge. Having a sound grounding in educational theory, he will understand the psychological, philosophical, and sociological foundations of education. As there is a reciprocal relation between theory and practice, a teacher must be able to think on the basis of this relation. Without grounding in theoretical science or abstract science that has little relation to practice, teaching will be degraded to mere practice. In promoting effective learning, the skillfulness of the teacher will become greater. Thus, he will not become just an authority, but also the chief agent to guide a way of learning and spiritual liberation of students. In this way, Dewey tried to clarify the important role and value of teacher in his educational philosophy. American society recognized the value of his suggestions and efforts for the development of educational life.

Aurobindo's View on the Value of Teacher

Another philosopher of education who is from the East is Aurobindo(1872-1950), born in an educated middleclass family of Calcutta (KolKata), a bright student. At the age of 7, he went to England and lived there for 14 years. He received his education at Cambridge. He studied English, and also mastered Latin and Greek and also learnt French, German and Italian. At the age of 18, he passed the entrance examination of the India Civil Services (ICS)- the most coveted service during the British rule. He attaches great importance to divine gift inherent in the children.

He stated the three principles of teaching in education. The first principle of true teaching is that nothing can be taught. The second principle is that the mind has an important role in its growth and the third principle of teaching is to work from the near to the far, from the known to unknown.

The main ideas of Aurobindo philosophy are;

- (1) everybody has mental power
- (2) they have to find it,
- (3) Develop it and use it and
- (4) Yoga, a spiritual discipline, can support to gain this power.

According to Aurobindo, the educational objective is the spiritual development of all universal humanity. A nation is composed of individuals from both the human race and universal humanity. Education ought to make a person or individual realize his inner life as a part of the universal consciousness.

The main tasks of his educational concepts are;

- (1) To become a real man

- (2) To improve the mental power that is the stimulating of knowledge, character and culture.
- (3) To have the individual logically related to the past, present and future
- (4) To build appropriate communication with life for the individual

The functions of teachers are that he or she must be the person who supports and advises what the students do and but not the person who orders or manages what they do. He must not impose his authority on the students. In the teaching process, it is better if he tries to support or help the students to be skillful mentally and physically instead of trying to mould them as he wants. Thus, the teacher must know that discussing way to get knowledge is better than sharing the knowledge he has. It is only the teacher who can advise the students how they can get new knowledge and how to use it. The teacher is not an instructor or a task master, he is a helper and guide.

The mind should be taken into account for the growth of a child. Moulding the child as the parent's or teachers' desire is uncivilized. The adult should not damage the hopes of the child.

The habits of the individual is mostly influenced by his or her earlier experiences, his surroundings and his heredity. What we studied is the past, what we are studying is the present and what we will study is the future and it must be included in the cycle of education.

According to Aurobindo, if paying attention is the main thing for learning, regular effort will be the second.

His main views of moral education are-

- i. For teachers and elders to set good examples
- ii. Learning great books
- iii. Provide the best environment and
- iv. To Advise but avoid ordering or imposing on pupile.

A clean spiritual outlook and right behavior ought to be the foundation of the discipline. It makes the difference between values of right or wrong and to and right and wrong choices, Sri Audobindo suggests teacher should not to be selfish, despotic impatient or angry.

He also held that the Dharma cannot be practiced without physical development. Only good health can maintain a good mind.

Being a teacher, he must help and show the way to the students but he is neither an instruction nor a task master. The duty of the teacher is to advise and not to use authority. The teacher should not control the student mentally but must try to stimulate their interest to take part in the educational process. Aurobindo pointed out the main task of education, responsibility of teachers and the duties of students.

According to Myanmar traditional culture, teachers are regarded and valued as one of the Five infinites (Benefactors); Buddha, Dharma. Sangha, Parents and Techers. Our belief system is Buddhism, particularly of the Theravada Buddhism. It teaches us that before the appearance of Lord of Buddha, there once was a time where Brahma, Deva and Man were unable to distinguish good from bad or virtue from vice. Only at the arrival of the Enlightened One i.e. Lord Buddha, they know what is good and what is bad or what is vice and what is virtue. As they tried to

cultivate good or virtue by abstaining from doing bad or vice, the world or the abode of Brahma, Deva and Man came to live a better life. Lord Buddha is regarded as the greatest teacher on earth or in the world. He is the Unrivaled One, meaning he is The Unrivaled Benefactor to the world. Myanmar society places their teachers on the same status and position.

Conclusion

Every country has two resources. These two resources are natural resources and human resources. Although these are very important for the development of human society, basically human resources are more useful. Immanuel Kant said that the ultimate aim of education is to promote the realization of the peaceful international state as the embodiment of human perfection. Teachers and teaching, learners and learning are interconnected in the realm of education.

After having carefully examined and discussed the value of teachers of some philosophers, it can be seen that teachers are appreciated and honoured students and human society. This is because good citizens can be trained and brought up well by teachers.

The problematic question of this research paper is “why the value of teacher is important in education?” The answer will be that this is advantageous for the learners and human society. Thus, we need to keep in mind that we must respect the role and value of teachers for the development of human society. This point can be shown by analyzing philosophically each of the views of scholars.

According to John Dewey, the teacher is an agent, and also mainly responsible for this complex process of education. His business is to suggest the development of idea and to prepare a setting conducive for learning to the students. And he should make a plan together with his students and they will have to learn from each other. He has no power on his students, but he acts as a guide, and motivates them to create correct views and ideas by themselves. The teacher must also consider physical settings such as the feature of class room, library, sport activities, school affairs, and school environment. And the teacher must know the psychological condition of individual students. He also has to know psychological principles of learning, memory, transfer, and motivation.

Aurobindo advocated that the chief aim of education should be to help the growing soul to draw out which is best and make it perfect for a noble cause.

According to Aurobindo, a teacher must support and advise to his students about what they do should but not show and manage what they do. He has no authority over them. Besides, he must try to support or help the students to be the skillful mentally and physically instead of trying to mould them as he wants. And then, he must know that showing students how to get knowledge is better than sharing the knowledge he has.

When we do comparative studies of the views of the role of teacher in the West and East, we can see that most of their views are not very different. They said that the teachers must give guidance or show the way to their student's not only by intellectual training but also moral, physical and spiritual training for their social life.

Nowadays, every nation celebrates the teacher's day all over the world. On October 5, 1994, The United Nations (UN) recognized the first *World Teachers' day*. It is an auspicious day to appreciate and to honor teachers for their contribution society.

Thus, the present of well qualified teachers are valuable for the learners and human society. Moreover, we must recognize that they are necessary for the development of human society.

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