Investigating and evaluating the effect of philosophical schools of realism and existentialism on education

Mohammad Bagheri Dadoklaei1*, Pouria Golpayegani2

BS student in Educational Sciences, Farhangian University of Sari, Sari, Iran

Abstract
The present article examines the two philosophical schools of realism and existentialism and their relationship with education. The school of realism considers objects independent of our minds and thoughts. Realism accepts objects as they are and refrains from interpreting the outside world according to personal experience. Existentialism is also a school that relies on existence and is a philosopher Existentialist does not accept jewelry, possibilities, abstract and absolute ideas, and opposes the abstract spirit. Just realize the existence or, better yet, examine the existence. In the end, the relationship between these two schools in education is discussed.

Keywords
Education, Existentialism, Realism

1. Introduction
Today, in most countries, education is considered as a growth industry. In our time, the potential power and ability of education to progress has been revealed. Countries that have consciously employed education have succeeded in realizing this power in achieving their goals and bringing about desirable changes in the cultural sphere. Of course, the general goal of education in any society is to make its members useful and worthy members according to the model, beliefs, cultural, religious, social and political values of the society (Amini Khalflu, 2018). Education theorists have long recognized the role of education and sought to define the type of social system that is based on and nurtures human talents. Therefore, it is necessary to know the philosophical schools and educational views, which are considered as important issues of education and form the basis in this field. (Mahroozadeh, 2004). Wherever we talk about the origins of human knowledge, philosophy will undoubtedly solve our...
various challenges and questions. In the field of education or in other words, education, this category cannot be considered separate from philosophy, because the answer to many reasons for this field can be found in philosophy. (Jafari et al., 2015).

Philosophy of education studies the goals, process, nature of programs, practice and results of education. These studies can be in the context of education as a social, cultural institution or in a broader sense as a process of human existential development, ie how to interpret human understanding of the world, for example, understanding objective facts, social habits, history and culture and even emotions. With the help of the philosophy of education, education can be made in harmony and meaning in the field of action and opinion. So the philosophy of education. It is a theoretical knowledge to introduce the foundations of correct, coherent, coordinated education and to prevent contradictions in practice and education. (Ebrahimzadeh, 2004).

Education in any society, according to the appropriate spatial and temporal conditions for the education system, defines tasks and guarantees and explains a roadmap, and the country’s education system moves according to these goals and objectives, and in simple terms. The philosophy of education is formed from within the society. In our country, the philosophy of education is based on the high foundations and enlightened teachings of Islam and can be used by using the inspiring teachings of the Holy Quran and the manners of the Imams (as). And defined education in the country. Knowledge of philosophical schools and educational views, which is one of the important issues of education and forms the basis in this field is also of particular importance. Society is necessary with new developments (Ghodrati, 2015). In the present article, first the concept of education is discussed, then the school of realism and a few its components as well as the school of existentialism and its components have been studied. Examining these views and extracting results from them can help those involved in designing our country’s education system to create a suitable model for our country.

2. The concept of education

Education, in a broad sense, refers to all the processes that provide cultural life for human beings from the way of life in culture, the immature human gradually acquires culture. In education, man is considered and this the concept has been synonymous with the concept of man in all periods of human history. Education is to provide Backgrounds and factors to actualize or flourish a person in order to grow and develop voluntarily towards the desired goals and based on measured programs (Nedayi, 1995). According to John Dewey, education is the rethinking of experiences and their reorganization so that this flow provided the conditions for further growth (Shariatmadari, 2013). The use of the two words education is commonly interpreted as meaning that the two are separate and each Specific action is related to the fact that teaching and learning to teach specific topics and skills to learners such as It is called teaching reading and writing, etc., and nurturing or educating religious and moral or human education to learners. For example, we teach learners how to respect elders and perform their religious duties (Nazari and Abdekhoda, 2021). Education is a way that aims to create change and transformation. True education is the ability to understand be used and the novice, by finding the connection of knowledge, reaches the meaning of rules and regulations (Naqibzadeh, 2008). Education as an equivalent (training) for which internship is a better equivalent means the development of attitude, knowledge, skills and Behavioral patterns required by a person to perform properly in a given task or job (Saif, 2021).

3. The concept of realism

Realism, which in Persian is called "realism" and "real originality" and realizes objects independent of our minds and thoughts. Realism accepts objects as they are and refrains from interpreting the
outside world according to personal experience. Realistic ideas have a long history. Aristotle is usually considered the father of realist philosophy. From the criteria of perspective Realism is the acceptance of the material and natural world as an inalienable reality and that knowledge and values are independent of the mind. There are humans. However, some realist thinkers believe in the immaterial world in addition to the material world. Therefore some thinkers have divided realists into scientific or natural realists and rational or old (Sheffield, 1996). According to some realists, the human mind at birth is like a whiteboard and gradually through the various senses throughout life Patterns are attached to it, which we interpret as "archives" or "information", and this embossing is called We call it "learning". Reality has a material aspect and its understanding is possible only through the senses and experience (Beheshti, 2007).

4. Education in the school of realism

The purpose of education in this school is to confront students with the realities of life and to educate them in a way they enjoy the right life, think clearly and correctly, and have good morals. In this educational system, knowledge the learner should be the main goal, not the means to an end. Paying attention to the talent and desire of the student, training the power of concentration, Enabling curiosity and thought-provoking activity in discovering facts should be considered in education. Owners of this school they believe that education should be more sensory-based. They value sensory perception more than abstract memory activity. They believe that the rules and principles on which education is based can be discovered and obtained from nature. From the point of view of realism, the human mind at birth is like a whiteboard in which information through the senses gradually plays a role they close. The followers of realism, in addition to believing in the principle of the existence of objects there are two principles that can be said to be necessary for each other (Sha’ari Nejad, 2002). Realistic education, equipping students with the skills needed to live and adapt to the environment. The door this view places more emphasis on the scientific aspects of education, and the purpose of education is to bridge the gap between school and society. Meeting the social, economic, political, scientific, technical and moral needs of society and the individual are among the main goals in this view. It can be said that the goal of education in scientific realism is adaptation to the natural and social environment through obtaining information and familiarity with the cultural heritage of past generations and in rational realism, the upbringing of a perfectly balanced human being mentally and physically (Ebrahimzadeh, 2004).

5. Goals of Realist Education

There are several views on the goals of realist education that we will address in this section. (a) Cultivation of intellect means the highest human power through the study of organized disciplines of science and knowledge. (b) Zncouraging human beings to define themselves by formulating their choices in a rational way, flourishing themselves through realize your talents for maximum perfection and integrate yourself by setting your goals and demands Diverse life, in accordance with rational order and hierarchy (Gotek, 2021). Children must learn to live healthy and good lives. The purpose of education must be to confront them with the realities of life and educate children in such a way that they can enjoy the right life, think clearly and correctly, and have morals. In this educational system, the student should be the main goal and not the means to achieve the goal. Pay attention to talent and desire. Student, training the power of concentration of thought, providing the possibility of curiosity and thinking and activity in discovering the facts should be in education to be considered (Taheri and Bazarkan, 2015). John Alec, Herbert, Spencer, Russell, etc. are followers of this school and the goal of education from the perspective of "Brody", having a good life includes physical health, emotional health, feeling of power and respect, and fear and hope for the future (Zamiri, 1995).
6. The relationship between teacher and student in the school of realism

They hold the teacher in high esteem and believe that the teacher is responsible for forcing students to practice and experience reason. Slowly allow them to discuss and criticize and arouse their curiosity. In this school, they value the teacher so much that they can. It can be said that the teacher is considered the axis of reinforcement and education. In this system of thought, the teacher is responsible for teaching materials and subjects and should maintain and maintain class discipline by rewarding, controlling, and attracting the child's attention and keeping him or her active. In this school teacher is obliged to ask the student to memorize the facts by forcing him to work. Explain and compare difference Find new meanings and concepts by discovering, interpreting and interpreting relationships. In this system Educational, evaluation is very important and education should be accompanied by evaluation at all stages and to evaluate the criteria. Objectives and tests should be used. As a motivation, the student's achievements should be encouraged and reinforced and a tool to increase the desirable activities in him (Amini Khalaf Lu, 2018). The realist teacher provides his / her information to the learners. He / she should be a transmitter of knowledge and in addition to mastering. The discussion should also focus on the methods of lecturing, on the experiment. Based on the student's realist assumptions, the third element. It is in education, so the teacher-student relationship is a one-dimensional and one-dimensional communication. Finding the manifestations of communication Realist teacher and student in contemporary education is not far from the mind, the existence of history, language and curriculum the subject axis indicates a realistic relationship (Memon et al., 2021).

7. Content and curriculum in the school of realism

In this theory, the content of the programs should meet the various individual and social needs. Scientific and technical is of great importance. Gained scientific insight and knowledge of the phenomena of existence scientifically and as a result. The application of scientific methods, especially research and individual activities of students, is very important. In general, the major disciplines of science, skills, and insights constitute the content of realist education. Here, too, scientific research and its findings are constantly changing the content of programs. Today's realistic programs, educational and curriculum planning, which are branches of the field of educational sciences, are important. From the point of view of realistic education, physical and mental activities should be coordinated. So, sports, works of art, individual research, skills training, knowledge of human sciences, basic sciences and Mathematics is the main subject of the course (Sheffield, 1996).

8. Teaching methods in the school of realism

According to realists, methods should be based on scientific and research findings. Teaching methods it is acquired and learnable. Therefore, teachers should receive continuous training in the field of principles, techniques and methods (Sharifat, 2017). Realists believe that education with the real aspects of learning, which is education and learning, should be the same the size that is useful should also be enjoyable. John Alec believed that play would definitely help learning. He was sensitive and supported new teaching methods. In addition to the usefulness of the game, he insisted, more than what children are ready to accept should not be boring lessons that are higher than their level of readiness, children be imposed and should be rewarded to encourage further learning. Realists support lecturing and other teaching methods, although goals such as self-fulfillment are worthwhile. They believe that self-actualization is best achieved when students become aware of the outside world. (Ozman and Crower, 2000). In this school of evaluation, not as the last stage of the training process, but continuously and in order to know how training is done. Evaluation should also be done based on scientific findings (Sheffield, 1996).


9. The Concept of Existentialism

Classical philosophy was more of a philosophy of things, a philosophy in which even man was treated as something, while existentialism is a kind of philosophy of existence. Every object is an object of existence. (Gombrowicz, 2010). The term existentialism, like "empiricism" and "rationalism", belongs to the history of intellectuals. The beginning of the figure the adoption of these philosophies can be considered a period of the nineteenth and twentieth centuries; That is, when philosophers pay attention to their concerns humanity and borderline situations and his ideals such as suffering from injustice, desire for immortality, hope, love, faith, love, despair, the futility of the world, freedom, and other issues of human existence were turned and they wanted a kind of closeness and connect with your audience. In fact, this school is one of the schools of thought that expresses human reality. Today and the crisis in it is the best way. It can be said that a large part of philosophy contemporary and the current intellectual space is shaped by the philosophy of existentialism (Malboef-Hurtubise et al., 2021).

For Sartre, existentialism is a belief that makes human life possible and, moreover, declares that in every truth and in every action there is a human background or basis and a mental aspect or inner factor of man (Shariatmadari, 2013). Existentialist philosopher and author Walter Kaufman believes that existentialism is not a philosophy but a label is a very different rebellion against traditional philosophy that many existentialist philosophers also accept this label they refused. Certainly existentialism is not a school of thought and its reduction to a set of impossible foundations (Kaufmann, 1975). Existentialists are divided into two general categories (Sartre, 1982). (a) The first category of existentialists a Christian who believes in the existence of God have. Jaspers and Gabriel Marcel they are considered part of this category. (b) The second category of those who deny God are. Heidegger and the Existentialists the French, of which Sartre himself is a part have been. Existentialism speaks of the individual and personal concrete human being with all possible limitations and to some extent it matters that, in the words of Jaspers, "man is everything". (Jamalpour, 1992). However, existentialism is a school that relies on existence and the existentialist philosopher, jewelry, possibilities, he does not accept abstract and absolute ideas and opposes the abstract spirit. Just notice the existing or, better yet, entertain examination of existence exists (Folkie, 1953).

10. Education in the school of existentialism

Existentialist education begins in the middle school years and continues until the high school years and the four-year university course. Its purpose is to awaken and intensify one’s self-awareness. Elements of experience are considered it is mental, personal and emotional and encourages a person to face situations that lead him to this. Recognize that human choices require personal questions about good and evil, is right and wrong (Gotek, 2021). One of the distinguishing features of existentialist philosophy of education is its emphasis on ability as the goal of education. The main goal of the coach is to help students build the best possible world for life. However, the past is not only emphasized, but also the present and the future, that is, ability. The purpose of training is to enable the learner to be accurate, smart and alert to talents (Crower et al., 2000). Morris mentions four concepts of education and rejects all of them. (a) Get information; (b) shaping personalities understand them and Their wishes; (c) quoted from Dewey Philosophy of theoretical basis Education Forms; and (d) reveal Talents Definitely in All people there are. However, Morris gives a general definition of education as follows: if education is really built to have a human aspect, it must awaken awareness in the individual. This awareness is related to awareness of his existence as a person who is present in the world (Shariatmadari, 2013). From the point of view of this school, no lesson in itself is more important than another lesson. It is a more important lesson through which the person achieves self and awareness of the world (Neller, 2001). Proponents of this school in the field of education, most often in the sense of
dialogue. However, proposing Socratic education also requires care, since Socrates he already knows what to think about, dialogue is just a compromise with communication limitations, really nothing it does not happen in it (Beheshti, 2007). Paolo Freire The concept of “banking” of education, in which knowledge is present and ready to be transferred to the mind. Empty considers the learner passive, criticizes. In favor of peer-to-peer education, which, first and foremost, argues for social and political liberation (Beheshti, 2007).

11. The position of the teacher in the school of existentialism

In this school, the teacher must make the students make free, independent and creative choices. The teacher’s goal should be to awaken and intensify the student’s self-awareness. In this student-centered school, the teacher should not force students to attend class, and if they do not want to, there is no grade or exam. Proponents of her case have been working to make the actual transcript of this statement available online. Proponents of her case have been working to make the actual transcript of this statement available online (Alavi, 2007).

Existentialists like to see an end to student domination. End the way in which teachers they control children based on predetermined ways and using behavioral methods of reward and punishment. From their intellectual concern is the role of the teacher in the learning process. They believe that every teacher should be a student and every student, a teacher. From the point of view of the school of existentialism, with the guidance and activity of the teacher as a motivator, learners choose an individual hub and are interested in doing research (Khalili Shorini, 1999). In the school of existentialism, teacher training is not limited to the classroom and curriculum issues. In a relationship the co-worker, the teacher and the student have a dialogue to get to the truth. The teacher participates the student in the dialogue and leads him / her to Participation in dialogue is encouraged. The student in the school of existentialism plays the role of an actor, not a spectator, but in this play, according to KNeller, the teacher plays the first role (KNeller, 1996). Teacher training whose mental view is inclined to religious values is considered. In fact, it seems that teacher training adherence to the principles and standards of ethics is one of the basic views of this school regarding teacher training.

Training a teacher who has the ability to identify the potential talents of his students and can identify the talents of his teachers leading in the right direction is another feature of existentialist teacher training.

12. Method of education in the school of existentialism

They believe that information or skills are never transferable, but provided. A trained teacher must teach properly that the student has an active role in the learning process (Shariatmadari, 2013). Information and curriculum should be provided, but this requires that the material become part of the teacher and he presents the information to the disciples as something that emanates from his being. Martin Buber, in this context he says that the teacher should be completely familiar with the subject or subject he is teaching (Nedayi, 1995). Existentialists believe that teaching is an activity in which the teacher transmits certain information to the students, but if the purpose of teaching is assumed to be the transfer of information or skills, then the value of the teacher as a means of transmission the student’s knowledge and value as the recipient or product of this transfer declines (Sartre, 1982). A teacher is a person who has supervisory, educational and supervisory roles. None of the these methods distort the (I you) relationship that should exist between teacher and student. Socratic dialogue is a method it is suitable for existentialist teachers. (Beheshti, 2007). The teacher tries to persuade the learner to reach a personal truth through questions about the meaning of life. In this way, it will increase his awareness.
13. Existentialist curriculum

According to existentialists, the curriculum includes skills and topics that explain natural and social reality. And, most importantly, the humanities, which represent the choice of man (Heidegger, 1962). The program that is interpreted by the student has both cognitive and normative elements. Normative dimension it includes value-oriented topics and the cognitive dimension includes real, descriptive and scientific topics. Human studies religions such as history, art, literature, philosophy, and religion are especially useful for examining moral and aesthetic values. The existential curriculum also relies on literature and the humanities. Literature that to open the eyes of the learner to the importance of human choice is involved, describes people in the face of human problems. Through literature, plays and the film gives the learner the emotional capacity to create the work of art. Involvement of learner’s staff in issues deep love, death, suffering and freedom are extraordinary tools for describing the human condition and achieving meaning in the world which is seemingly meaningless (Goteck, 2021). According to existentialists, historical studies are not so much a matter of discovering the cause-and-effect relationship as a matter of study. They are the origin and development of certain civilizations. The benefit of history is to shed light on the past and make different assumptions to the people of this day to live in the present age. "We’re excited," says George Neller. Therefore, he must learn to face his personal passion and excitement with his history lesson, and in the style of directors. The play creatively controls the scene of human life with all its heroes, villains and conspiracies (Kneller, 1996).

14. Humanistic Psychology

Existentialism is effective in shaping humanistic psychology, which has implicit implications for educational psychology and counseling (Pine, 1969). Abraham Maslow, Gordon Allport, Carl Rogers, and Rolumi were among the pioneers of the psychological movement. They are American humanists. Rogers, the originator of the concept of client-centered counseling, insists that one must understand the concept itself create your own reality and self-concept. The implication of this process of creating a personal identity is that the person exists, to another phrase is at the heart of the evolving empirical world, which, despite involving social interactions, is ultimately the case (May, 1960). As a result of environmental and social interactions, the image of "self" or "personal identity" will appear, but this character is an achievement. It is the individual and the crystallization of his own personality, not the work of others. Based on humanistic psychology, in teaching existentialists try to persuade learning, or self-examination and individual identification in the broadest sense of the word, and facilitate. Establishing an existentialist approach in the classroom requires a delicate balance that, by virtue of both teachers and students must maintain their identities as human beings (Milhollan and Forisha, 1972). This means that the teacher must be constantly on the lookout for situations in which students are simply ranked based on age. Avoid being defined by education, status or group membership. In addition, it means that products must be aware they can also act as teachers, not as individuals, but as agents who have supervisory, educational, and supervisory roles. It is up to them to define. In other words, when teachers degrade students to objects and students degrade teachers to all kinds of roles are brought down, the delicate existentialist balance is disturbed (Gutek, 2021).

15. Conclusion

The result of the above is that, without a doubt, there is a connection between education at all levels and the philosophy of education there is tightness. The importance of the determining role of education philosophy in the teaching process. Learn and be aware of this issue is in line with the institutionalization of the principles of education and, consequently, the transformation of the educational system and at the level cullen in society is something that has always been emphasized by experts, researchers and activists in the field of education (Kikha and Haji Alian, 1999). Studies show that the two philosophical schools of realism and existentialism both emphasizes the good life and
success of human beings in general. But each policy and methods and they have their own opinion. These two schools and views have a fundamental flaw and problem because they are made by the human mind, and that is a single they are next. That is, they address some issues and ignore others. The school of realism is not without its flaws, because in the meantime, the God-given thought of man and his intellect, which throughout history alone. It is the factor of his progress, he rejects and emphasizes the senses, he is also student-centered, that is, the student she comments, discusses, and engages in physical education in class. The view of existentialism is one of the important philosophical schools from which considerable points in the philosophy of teacher education can be found. Extracted in the school of existentialism to train knowledgeable, creative, free, guiding, flexible, guiding and interactive fashion teacher is an opinion. Teacher training in such a school takes place in a completely informal environment where the threat of law enforcement dry and cumbersome administrative and strict law enforcement is not new. In this school, the effort to form and train the religious character of the teacher is Christian-centered for the student, and the moral dimension of the teacher becomes more prominent. This school is very humanistic and cares about the individual and existence, and in a way it can be said that it is the only school that man gives great value. According to studies, if we want to have a good and strong education system, we should not only look at one of those perspective, we should use the ideas of one school, but we should use the thinking and perspective of several schools and be able to use all aspects.

References


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