

Pragmatism

Introduction:

The term 'Pragmatism' derives its origin from a Greek word 'Pragma' meaning 'Activity' or 'Practice' or 'Action'.

Pragmatism tends to hold the idea that the truth/fact of yesterday needs to be experienced truly, today and tomorrow.

It idealizes the activity on the basis of its consequence over time frame. In short, it conceptualizes an inference on the basis of changed or changing needs, circumstances and places.

Pragmatists believe that no truth is absolute and permanent as it is ever changing from time to time and place to place and from circumstance to circumstance.

Thus, their fundamental start is "change". Whatever was true yesterday need not be the true today.

The philosophy of pragmatists is predetermined to those ideas and values which result in utility to mankind in certain time, place or circumstance rather than any predetermined of life.

Pragmatic philosophy is a practical philosophy having no fixed or absolute standards. Man always creates new values and education should help him in doing so.

Being practical and utilitarian school of philosophy, Pragmatism has influenced education to the maximum extent.

It has tried overcoming the limitations of other schools like idealism and naturalism and has influenced the world to a great extent.

Exponents

John Dewey

William James

Kilpatrick

Charles

Basic principles of pragmatism

Truth is not absolute, but change according to the time, ideal and place.

The work gives satisfaction and pleasure is practical and useful.

Aims and beliefs of life are not certain because truth is changeable.

Knowledge on the basis of activity.

Education of sociability.

Pragmatism in education

- It gives a clear concept of education based upon a close relationship between theory and practice of education.
- Education as a social necessity
- Progressive education
- Freedom and worth of the individual
- Education is a continuous process
- Primary goal of education is growth.
- Helping people direct, control and guide personal and social experience.
- Schools should balance the needs of the society and community on the one hand and the needs of the students on the other.

Pragmatism And Aims of education

- more education
- Continuous reconstruction of experience
- Social efficiency
- Personal adjustment
- Continuous growth
- social adjustment
- Creation of Values
- Transmission of culture
- Expediting Maximum Growth:
- Reconstruction of Experience:
- Transmitting the Social Outlook and Background of the Community:
- create new values: The Pragmatists do not believe in the theory of any fixed aim of education. In their opinion, the aim of education is to create new values and the act of teacher is to help himself develop new values.

- To enable pupils to gather experience through activity: For the creation of new values, activity and experience are essential. Education should therefore, provide physical, intellectual, moral and aesthetic activities as the media for the creation of new values.
- To help the pupil to adjust with him and the society: The other important aim of education according to pragmatism is to help the pupil to make adjustment with himself and the society.
- To help the pupil to reconstruct his experience: Every individual has to solve different types of complex problems in his life. So the another important aim of education, according to Pragmatism is to enable the pupil to form such an outlook about life as can help to tackle successfully the different problems of his life in future,
- To make all round development of the pupil: All round development of the individual is also an important aim of education. The individual develops physically, mentally, socially and aesthetically

Role of Teacher

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- Applies democratic methods
- Class-room is a community of learner.
- Teacher encourages, offers suggestions, questions and helps plan and implements courses of study.
- Teacher is facilitator not authoritarian.

Methods of instruction

- Problem solving, experimental learning, inquiry methods, discovery methods, field trips, projects (not all students can learn in the same way- vary strategies)
- Formal instruction is abandoned (flexible method are used) movable chairs, freedom in class etc..
- Learning in groups and individually.
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curriculum

Principle of Utility: According to this principle only those subjects, activities and experiences should be included in the curriculum which are useful to the present needs of the child and also meet the future expectations of adult life as well. The subjects are such as Language, Physical well being, Physical training, Geography, History, Science, Agriculture and Home Science for girls.

Principle of Interest: According to this principle, only those activities and experiences where the child takes interest are of four varieties namely (i) Interest in conversation (ii) Interest in investigation (iii) Interest in construction and (iv) Interest in creative expression. Keeping these varieties of interest in view

at the primary stage, the curriculum should include writing, counting, art, craft-work, natural science and other practical work of simple nature.

Principle of Experience: The third principle of pragmatics curriculum is the child's activity, vocation and experience. All these three should be closely integrated. The curriculum should consist of such varieties of learning experiences which promote original thinking and freedom to develop social and purposeful attitudes.

Principle of Integration: Pragmatic curriculum deals with the integration of subjects and activities. Pragmatists want to construct flexible, dynamic and integrated curriculum which aids the developing child and the changing society more and more as he/she needs, demands and situation requires.

Epistemology of Pragmatism:

- It deals with problem of knowledge and truth. Knowledge based on experience is true and worthy of acquisition. Rejecting the dictum 'Knowledge for knowledge sake', pragmatists believe that knowledge acquired through experience and enquiry is real and useful to solve myriad and multifarious problems of day-to-day nature.

Metaphysics of Pragmatism

- Pragmatists' metaphysics proposes a pragmatist re-articulation of the nature, aims and methods of metaphysics. Rather than regarding metaphysics as a 'first philosophy', an inquiry into the world independent of human perspectives, the pragmatist views metaphysics as an inquiry into categorizations of reality laden with human practices. Insofar as our categorizations of reality are practice-laden, they are also, inevitably, value-laden.

Axiology of Pragmatism:

- It is the study of values. Pragmatists do not believe in fixed or absolute values. Values are created and emerged out of the activities of man which have utilities and are subjected to change in consonance with the current of change. Therefore, values have existence as long as they effectively function for meeting the problems of individuals. Values are man-made, not ready-made.
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