

An analysis of pragmatism and its place in education

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Abstract

This article analyzes and explores the philosophy of pragmatism and explores the vision of that school for education, including educational goals, students and curriculum from the perspective of these books, and teacher training and educational leadership in this school. And this school was briefly criticized. Based on the views presented, it can be concluded that the philosophy of pragmatism is an experimental, experiential and sensual philosophy.

This philosophy is a full-fledged American philosophy that regards human reason as the source of every decision and believes that the value of every thought depends on its practical utility. From the point of view of pragmatism, the criterion of truth is usefulness, benefit and result. In fact, the truth of everything is proven by its outcome. The main axis of education from the point of view of pragmatism is to learn the method of solving problems.

Key words: pragmatism, education, educational management, student

1. Introduction

One of the most important issues in the work of educational philosophy and educational philosophers is the philosophical basis of teaching and learning methods.

And whether the desired methods in the paradigm of educational philosophy are

influenced by the assumptions of other philosophical schools or not?

Hence, familiarity with philosophical opinions and schools and the application of its results in education , is useful and desirable because it can accelerate the achievement of educational goals, create awareness and develop a critical spirit towards educational policies and plans. (Asman Dareh, Bakht, 2021).

Philosophy is the translation of the Greek word "philosophia" from the combination of two components "phila" and "sophia" meaning "love" and "wisdom and knowledge". Socrates is the first person who used the word philosopher for himself, and there was a group before him called "sophists".

Kant considers philosophy to be synonymous with "we after nature", Richard means "a way of thinking and a certain attitude towards a thing or subject". Allameh Tabatabaei considers philosophy as "finding the truth", "the truth of everything" and this is the meaning that separates philosophy from other sciences. Philosophy is the life of thought.

Philosophy is about the existence of beings, and science is the masters of beings. The philosophy of the journey is to constantly move. William James says:

Philosophy is nothing else than to reach the heart of the facts of things, and to delve into their deep meanings, and to find the essential character, or, as Spinoza says, the essential character, in the series of facts; Thus all truths merge and reach the "universal universality". There was a quote from Wittgenstein that Eschlik also quoted that philosophy is not theory and doctrine, it is activity and action. The output of philosophy is not a collection of true or false propositions, because the sciences must deal with such propositions; Rather, it is simply an explanation and analysis of waste, and in some cases, discovery (Jami, Adibi, 2022).

Pragmatism was a philosophical school that became popular in the United States in the early 20th century. This philosophy emphasized that the usefulness or applicability of an idea should be a way to measure the merit of the idea. Today, the term “pragmatic” is used to describe things that are realistic and basic.

Rather than focusing on probabilities, this theory argues that ideas should be analyzed based on practical applications in the real world. As educational philosophy began to grow in the 20th century, many people applied pragmatism to education.

This theory has gained popularity in the field of education and emphasizes that teaching students practical skills can be useful in the future. Thanks to this theory, many schools have changed the way they teach and assess students. (Armstead, Boyd, 2022).

Education is one of the most important parts of our life. Education shapes who we are and how we see the world. It is important to understand the principles of pragmatism in order to get the most out of your training. Pragmatism is a philosophical movement that emphasizes practicality and results.

2. The philosophy of pragmatism

Pragmatism is a perspective, method and philosophy that uses the practical results of ideas and opinions to determine their value and truth. William James defined pragmatism as: “A perspective that sets aside principles, categories, and focuses on goals, achievements, results and practical facts.” The school of pragmatism emphasizes experience, experimental research and truth in the sense that they have convincing and satisfactory results. Pierce is one of the founders of this school. Peirce’s opinions are different from other pragmatist theorists.

Originally, Peirce believed in the existence of an objective and external truth fixed and independent, he believed that man could not achieve his perfect knowledge, but could only approach it. Therefore, the criterion for

the truth of cases was not conformity to reality, but the agreement of different thinkers about it. Like Kant, Peirce believed that the limits of experience determine the limits of human knowledge.

But according to him, and unlike Kant, experience can gradually approach the truth of things (i.e. Neumann himself). According to him, finding the truth is a process in which humanity gradually enters, and its knowledge never stops at a certain level. These intellectual principles are justified in the light of his semiology. (Kazemzadeh, 2020).

Pragmatists believe that the world is neither dependent on human perception nor independent of it. Reality is the “interaction” between human beings and their environment or the sum of things we experience. According to pragmatists, the basis of knowledge is experience in its broadest sense. According to them, experience includes perception, feeling, thinking, judging, comparing, describing, rational process and paying attention to the relationship between things.

In this way, experience includes testing and observation, and in this process, the mind is active and searching, not passive and receptive. Dewey, who considers philosophy to be a general theory of education, put educational theories to the test in his laboratory school. He believes that: “Simplified social life (school) should provide, on a small scale, activities that are fundamental to life in general.

And in this way enable learners on the one hand to gradually become familiar with the structures, materials and practices of the larger society; while on the other hand, it should enable them to express themselves through these behavioral channels and bring their forces under control.

The philosophy of pragmatism, which laid the foundation for the new philosophies of reconstructionism and progressivism, requires some kind of education. Which

prepares learners for adult life and efficiency in society.

And by believing in the use of intelligence, thinking and reasoning in collective activities, he wants to establish a democratic method and atmosphere in the society and school in order to adapt as much as possible. (Sheikhi et al., 2021).

3. The fields of emergence of pragmatism (school of originality of action)

Pragmatism, like many other philosophical schools, is widely misunderstood. Some people believe that the original school of action is looking for anything that is useful and effective. Such interpretations are definitely not close to the main claims of this school.

The movement of pragmatism or the school of originality of action or the originality of expediency is a philosophical method that emerged from America at the end of the 19th century. This intellectual movement was actually born after the American civil wars under the name North-South.

The principle of Darwin's theory of evolution, which believed in "survival of the fittest", became the most important reason for the serious presence of this intellectual movement in America. However, just as Darwin's principle of evolution was based on "survival of the fittest", the school of pragmatism also proposed a principle of "conciliatory thinking" based on this principle. According to Darwin's survival principle, in times of conflict, the weak must survive. And in the school of pragmatism, weak, illusory and irrational thoughts incompatible with action should be rejected. And all that remains are thoughts that can be implemented. The founders of that school were Charles Sanders Pierce, William James and John Dewey, who believed that the "method and theory of originality of action" were very useful for solving intellectual

problems and in human development. Although the school of pragmatism gradually grew with the effective humanistic methods of thinking in the development of these three theoretical foundations of pragmatism, Charles Pierce must be named as the leader of the school, then James and Dewey continued the theoretical basis of this school. (Masoudi, 2012).

4. The ideas of three prominent thinkers of pragmatism

- The ideas and views of Charles Pierce
Peirce's theory of truth:

Often when the term pragmatism is used, it means the theory of truth that "a theory is true if it is effective or useful", but Peirce opposed this view and believed in two kinds of truth in this regard.

A) Transcendent truth: Here, according to Peirce, truth is "reality" regardless of whether we have understood that truth or not. (For example, the truth about God that exists, whether we understand it or not).

b) Composite truth: Here, Peirce's opinion is about the truth of "propositions or (affirmations)", which itself is divided into two types.

1. Moral truth or honesty, which means the compatibility of a statement or confirmation with the speaker's belief.

For example, if the speaker has confidence and belief in his speech, we say that he is truthful in his speech.

2. Logical truth, which means that an affirmation or statement is consistent with reality.

Therefore, if a statement or action or thought is consistent with reality, it is true and otherwise it is false. In this regard, Peirce says: The criterion of the truth of a proposition is not invalidated in experience if it can be tested.

Peirce and the theory of meaning: According to Peirce, pragmatism is a theory of meaning

and not of truth. From Peirce's point of view, pragmatism is a method and rule in which the meaning of ideas is explained.

In this regard, he says: To determine the meaning of a concept, one must pay attention to its practical consequences arising from its truth, which means that the whole meaning of a concept consists of all its practical consequences.

For example, if we want to know that a fire is burning, we have to throw a piece of wood into it to see it practically. Know that the fire is burning. Therefore burning wood is the same as throwing wood into the fire. (Zamani, 2018).

•Theories and ideas of William James

Although James had completed his higher education in medicine, he taught philosophy at Harvard.

He believed In the originality of "basic experience" in which the human's view of actual things can be changed by experiences. It means that what a person has seen and experienced so far can be changed with a new experience. Believing in pluralism regarding the existing world, James is opposed to any monism that presents the world as a single entity.

James and the theory of meaning:

James believes that pragmatism judges between two theories by examining the practical consequences, and if he finds no difference between the practical consequences of two theories, he considers their difference to be a verbal difference.

Having said that, pragmatism is a method for determining the meanings of concepts and theories, and if two theories have the same practical consequences, then we arrive at the theory of meaning that Peirce refers to.

In this regard, Peirce believes that if two theories have the same practical consequences, they are in fact a definition or a theory. (Pierce's intellectual similarity to James in meaning). Here, like Peirce, James pays attention to the practical consequences

of propositions and theories and treats pragmatism as a theory of meaning.

Intellectual difference between Peirce and James on semantic theory:

James thinks that practical consequences follow small practical effects. In fact, he emphasizes feelings and partial reactions, but Peirce believes that practical consequences have a general practical effect.

James and the Theory of Truth:

William James, like Peirce, who regards pragmatism only as a theory of meaning, in addition to thinking that pragmatism is a theory of meaning, he also regards this school as a theory of truth.

Regarding the concept of truth or the criterion of truth of a statement, James, like Peirce, thinks that the criterion of truth of a statement is the same as the truth. According to realism, the true criteria of a program are Its real results.

According to him, "conformity" refers to the relationship of a part of the experience, and therefore the correspondence between the experience and the real world is not possible. Because we have no direct understanding of the real world to compare it with our own experience and talk about their compatibility and incompatibility.

James was explicitly against theorizing and believed that theorizing was useless.

That is why he did not evaluate theoretical activity, and therefore James's pragmatism is a method for evaluating intellectual questions. Here James agrees with Peirce about truth, because both consider truth to be reality. (Rotary, 2012).

Thoughts of John Dewey:

Dewey is one of the most important and influential figures of pragmatism, whose school is known as "instrumentalism" .

After the work of James and Pierce, John Dewey became interested in pragmatism and applied their teachings to politics and education. Democracy and Education, Human Nature and Actions, Experience and

Nature, and the Search for Certainty are his works.

Dewey and Experience:

From his perspective, primary human experience is the result of the interaction between a living being and its environment. Dewey believes that experience is an unknown thing that manifests itself through action.

He says: whenever a living being encounters different situations in the course of its activities .And he processed and analyzed these situations, which he considers to be chaotic and dark. For his future work, he will come up with hypotheses that he believes we have considered. Thinking is a tool that makes a living being (man) find practical ways to solve problems that people face.

Dewey believes that philosophy needs to be reformed so that it can solve more problems and issues that man faces. In his opinion, philosophy should not immerse itself in complex theoretical questions and refrain from considering other human needs and proposing practical solutions.

In the field of politics, Dewey considers it an efficient tool for society with theoretical discussions and rational defense of democracy. By presenting assumptions about psychology and education, he showed his political and social views in these two fields, especially education and attention to it. Therefore, Dewey can be considered as one of the most prominent philosophers after Plato and Aristotle, who pays special attention to this institution in the field of education. (Masoudi, 2012)

Education from Dewey's point of view:

Influenced by Darwin's thoughts on evolution, John Dewey believes that human beings have the ability to change by nature and therefore move towards dynamism and evolution.

He criticizes the current education and considers it a one-sided thing, where the

teacher imposes his knowledge on the child alone and unilaterally.

And this is unfair, and to transfer complex knowledge and skills, which is one of the main tasks of education, a two-way interaction must be established between the child and the teacher.

Alluding to the teacher's control within the classroom and reenacting it with the control of a ruler, Dewey accepts;

The teacher must not abuse this power and must not have so much power that he embraces the knowledge of educational concepts out of fear, and therefore it is necessary for the teacher to teach the child the lesson of democracy from the beginning by creating an educational partnership.

Dewey's Criticism of the Education System: Dewey's main criticism of the education system is that the purpose of this educational institution is to massively distribute information and knowledge to students.

And in this matter, it does not provide any solution or means to benefit from this knowledge, so it has problems and therefore turns to this institution to provide solutions and methods to solve the problems.

Therefore, his method is known as "problem solving" method. For this reason, John Dewey's education is called the "progressive" education system or (progressivism).

Ethics from Dewey's point of view:

Dewey believes in the existence of good and moral action in a democratic education system, and in this way he considers "research" as a means to achieve good.

In his opinion, research is the right solution to every problem, because apart from being a means to achieve moral goodness and build an educational system, it is also an example of moral activity, which in itself is a sign of growth and perfection.

At this point, it must be said that Dewey's opinion on the category of ethics and the existence of good and moral action is similar

to James's opinion, which confirms the close connection between truth and goodness. Similarities and Differences between the Ethical Views of Dewey and James: The ethical views of Dewey and James have in common that they both believe in the principle of goodness in moral action. However, James does not believe in absolute moral principles and views ethics as relative, while Dewey views inquiry as an effective means of achieving moral goodness. (Masoudi, 2012).

5. Pragmatism in Education

Pragmatism in Education says that learning should focus on life and growth. The subjects that students learn in school must have practical applications in their current or future situation or workplace.

While subjects such as math and science can help students in everyday life, pragmatists also argue that other subjects should be included in the curriculum to help students improve. Schools should not only teach knowledge, but also help students grow as people.

In recent years, more and more schools have implemented a social-emotional learning curriculum. These lessons are designed to help students deal with difficult real-world situations.

They also teach students to deal with conflict and regulate their emotions.

Through these lessons, many teachers and administrators hope to help students not only better prepare for life, but also help students become better prepared. (Armstead, Boyd, 2022).

6. The goals of education from the perspective of pragmatism

Pragmatists believe that life is a dynamic subject of constant change. Therefore, the goals of education must be dynamic. According to them, education deals with human life, so it should help children to fulfill their biological and social needs.

Education must give the child the opportunity to create values in his life. According to Ross, training should create new values: "The main task of the teacher is to put the student in such a position that he can develop values for himself."

The goals of education formulated by pragmatists are:

- Creation of new values: Pragmatists do not believe in any fixed goal theory of education. According to them, the purpose of education is to create new values, and the task of the teacher is to help himself create new values.
- Ability of students to gain experience through activity: activity and experience are necessary to create new values, so education should provide physical, intellectual, moral and aesthetic activities as a means to create new values.
- To help the student to adapt to himself and to society: According to pragmatism, another important goal of education is to help the student to adapt to himself and to society.
- Helping the student to reconstruct his experience: every person has to solve different types of problems in life, therefore, another important goal of education from the point of view of pragmatism is to give the student the opportunity to form a vision of his future life that can help him successfully solve various life problems.

All-round growth of the pupil: the all-round growth of the person is also important, the goal of education is to grow the person physically, psychologically, socially and aesthetically. (Chamling Rai, Lama, 2020)

7. Student in the school of pragmatism:

In this school, the student has a central and essential role and the teacher should act according to the student's opinion. As the most prominent representative of this school, Dewey considers education to be the reconstruction of students' experiences. The school should be a place for the student to gain experience.

The teacher should act according to the needs, interest, motivation and talent of the student. Pragmatists pay attention to the role of the student in learning. (Orenstein and Levin, 2008)

The teacher should make the students themselves test and experience the value of things in practice. In such a way that they consider things that are useful in practice to be valuable and otherwise they are worthless. The teacher has the right to direct the student in all fields and the right to offer his experience to the student in the best way. In this school, since every student enters the classroom with previous experiences and knowledge, the teacher's role is to correct students' previous experiences and misinformation and create a context for new experiences. And it should be open right for the student.

The teacher must teach in such a way that the students themselves are active and gain as much experience as possible. The basic things that society needs should be at the center of education and more specifically the interaction between teacher and student.(Davranah et al., 2015).

From Dewey's point of view, education should be based on students' skills and talents, each person should be treated according to his skills and talents, educational materials should be such as to lead to an increase in experience, mental structure and knowledge. And student experiences. (Amiramini, 2017).

8. Teacher education from the perspective of pragmatism

Teacher education, which can be practically useful to society, is the basis of the theoretical approach of this school.

Teacher training serving social goals is one of the other main axes of teacher training in this school. It is necessary to train a teacher who unravels the knots of the education system, who is considered a strengthening wing of

such a system, not a burden, able to solve a problem, not a problem-creator.

The agenda of the Pragmatism School is to train a motivated teacher who can pay enough attention to the motivation, need, talent and interest of the teachers. A pragmatic teacher constantly tries to help students understand and accept the fact that they are always changeable. You must be able to teach students how to use the scientific method to arrive at truth and solve problems, and be able to organize and pose questions that require effort.

It promotes learning activities in such a way that students are directly involved in the research process and participate in research. Such a teacher has learned to solve the questions and problems raised in the class with the help of the students themselves. Educate students to self-select and categorize issues that interest them and discuss them in order of importance and relevance.

A pragmatic teacher knows that you cannot learn without making mistakes. In this school, the philosophy of teacher education is based mainly on teacher education, where special attention is given to teachers' skills, needs, feelings, interests, potential, motivation and, above all, experiences. Coaches must create the foundation for this type of thinking during their training as a student period. (Davranah et al., 2015).

9. Teaching method in the school of pragmatism

Pragmatists have completely abandoned the conventional method of education and emphasized invention. Among the new methods, the pragmatism teaching method focuses on the child, not the book, teacher or subject. The dominant interest of the child is "doing" and "making".

The method should be flexible and dynamic, pragmatists believe that children's minds are different. Therefore, we cannot have a fixed method, a teaching that can be useful for all situations. Learning through activity methods

and projects has an important place in the proposed teaching methods.

According to pragmatists, all learning should be the result of action. Learning by doing makes a person creative and confident. And their cooperatives also emphasized the discovery and research method. Techniques that, based on the perspective of pragmatists, can use the principle of learning through action. (Chamling Rai, Lama, 2020)

The school's teaching method is very intensive, experimental and planned, according to the needs and motivation of the students. The main axis of education is the student, who must learn and experience useful things for his life. The teachers act as facilitators and guide the classes.

The teacher's role is primarily to guide students who need advice or help. To support students, teachers must allow students to make mistakes and experience the results of their actions. This increases the chances of students correcting their mistakes.

You don't teach anything else until your students see what's new. Because if the experience does not stimulate the needs of the student, it is not possible to create new experiences for him. New information should be presented as a means of correcting and solving problems. (Amiramini, 2017)

10. Pragmatism and curriculum

In the curriculum development program, thinkers proposed the following principles:

1. Purpose of use: According to this principle, programs should include relevant work and experience.

A curriculum that meets the needs of today's children and the expectations of future adults. There are also life courses such as languages, physical health, physical education, geography, history, science, agriculture and domestic science for girls.

2. Principle of interest

According to this principle, there are only four activities and experiences that a child is interested in:

Types include interest in discussion, interest in research, interest in composition, and interest in creative expression.

This kind of interest should be considered from the beginning and the curriculum should include writing, math, art, crafts, natural science and other simple activities.

3. The purpose of the experience:

The third principle of the curriculum is pragmatism, activity, profession and experience of the child.

All three must be perfectly matched. The curriculum should include a variety of learning experiences that promote the freedom to develop basic ideas and social and rational attitudes.

4. Formal curriculum:

The formal curriculum includes concepts and activities. Pragmatists want to create a flexible, dynamic and integrated curriculum to better help raise children and a changing society, better suited to their needs, interests and circumstances. (Chamling Rai, Rama, 2020).

The curriculum of the pragmatism school is based on structuralism. According to this approach, the learner must first acquire content and learning materials from society and the outside world and make meaning for himself by engaging with them intellectually and intellectually, and everyone has relative freedom in the meaning he creates for these data.

Provided that the constructed meaning is applicable in social and collective life. The curriculum of such a school is selected from previous social activities and experiences of the students in the immediate environment and has the necessary freshness and flexibility, and through good teaching and learning, it can be socially effective.

This type of approach allows for the creation and formulation of a social performance curriculum. (Sheikhi et al., 2022).

Pragmatism and practical approach to learning

Pragmatic approach to learning states that learning should be practical. Education must be applied in the real world.

Many teachers address this by using real-life scenarios that students face or may have faced in the past.

Simply teaching students about climate change is not enough. To make this learning more practical, the teacher should ask students how climate change will affect students' lives and possible futures.

They can also explore what they can do to help tackle the issue of climate change. This would be a valid application. (Armstead, Boyd, 2022)

- Practical learning

Teaching students about current issues is a great way to introduce hands-on learning. Teaching students about current social issues not only teaches them about real issues, but can also give them tools to better prepare for adulthood. These social issues affect them. The choice of our elected officials affects their future.

Many teachers ask students to write letters about current events to their elected officials and ask them to take action on an issue. It gives students a practical tool for real political action. Rather than telling students they can contact elected officials, it's a much more active process for them to actually do so. Research has shown that hands-on and active learning has a much greater impact on students. They are more likely to remember what they learn this way.

- Experiential learning

Experiential learning is another form of pragmatist philosophy in education. According to proponents of experiential learning, students learn through real experiences or practice. Instead of learning the ideas of a subject, students should discover this knowledge through experience. Students must then put their knowledge and skills into practice.

For example, Mrs. Smith is planning a lesson on the Revolutionary War. She usually lectures on some topic while students copy her PowerPoint notes. However, she wants to make her class much more exciting this year. She wants students not only to learn history, but to study it as historians.

Instead, she finds primary sources or documents written by people who experienced the events of the War of Independence. She plans to present the students with a two-minute summary of the Revolutionary War. She then asks the students to look at the documents themselves and research the events of the war.

He uses guided questions to help students piece together events, just as historians do. (same source)

11. Pragmatism and educational management

To what extent and how pragmatism as a philosophical school influenced the science of educational administration. Management theories arising from the school of pragmatism or closely related to it are: 1- learning organization 2- scientific management 3- pragmatism 4- contingency theory (contingent management).

1- Learning organization: Learning organizations have used the problem solving method proposed by Dewey's school of pragmatism in order to learn a new experience and to improve affairs and increase abilities.

The use of the concept of learning and organizational learning in the field of administration and the wider use of the concept of learning organization caused the emergence of the theory of the learning organization.

The change in dominant paradigms in the field of management and the emphasis on flexibility, flattening of organizations and adaptation to the environment are changes that were integrated into the concept of the learning organization and led to the

development of the theory of the learning organization.

2- Taylor's theory of scientific management: Another application that the school of pragmatism can use in management is related to Taylor's theory of scientific management. This relationship and application can be seen in the discussion of the benefits of scientific management and the application of experience in this theory and other explanatory factors.

In general, the scientific management movement and Taylorism emphasize these factors, all of which are also emphasized in pragmatism: 1- Knowledge begins with feeling and experience 2- Experimental discovery is the most important way to obtain scientific knowledge 3- Knowledge is a result of generalizing individual cases in general ideas (ie, generalizing experienced cases). 4 – The motivators of people are material.

¶.Pragmatism: Pragmatism has been interpreted simply as a preference for success. Great leaders are those who get the job done.

They prefer positive movement and a plan and schedule to fulfill their responsibilities. Pragmatic managers adopt methods to motivate employees as much as possible for work and activities, resulting in a kind of positive direction and success to achieve the desired goals.

¶.The contingency Approach: This approach is emphasized in management to accommodate pragmatism and Dewey's experiential reconstruction theory respecting the achievements, human resources and numbers of traditional schools. That there is no one model or theory that can be used in all situations and conditions.

In fact, the necessity of management based on necessity comes from the fact that the actions of the manager at any moment should be evaluated according to the situation and his operating conditions.

The task of theory and science is not to prescribe actions for a certain situation, but to find fundamental connections, basic techniques and organize existing knowledge based on clear concepts.

Because how the mentioned techniques are used in practice depends on the situation. Therefore, it is emphasized that effective management is always realized based on knowledge of requirements.

Therefore, educational management is a dynamic process. Dynamic means that it is alive, and the living does not have the same space in relation to time and place.

Management cannot take a person with a particular disease and assign them forever. Dynamic means that it changes and varies according to state and success. This shows the sensitivity of management and its importance.

(Asman Dareh, Bakht, 2022)

12. Criticism of Pragmatism

Although pragmatists seek a reason for doing work and its result (which makes people not seek useless and useless work and this is the virtue of pragmatism), but this should be known;

1. The philosophy of pragmatism is not really a philosophy of cognitive and fundamental existence, and hardly enters the world of ontology. Therefore, it must be said that the main problem of pragmatists is summary and exclusion, and this is a weak point for them (field of ontology).

2. Absolute good has no meaning in this school (cognitive domain).

3. Science and ethics are also a kind of tool for pragmatists (cognitive domain).

¶. Pragmatists have not entered the theoretical realm and are indecisive, and all that exists is in the realm of practice and experience. (Although based on utility and originality of utility, if there is utility in the theoretical realm, they will accept it, but it is very limited).

In this respect, pragmatists have something in common with the classical positivists, who have an inductive and experimental method and who accept everything only if it is applied to the world of sense and experience (ontology domain).

5. Pragmatists believe in the relativity theory of value, which sees everything as relative (epistemology domain).

6. Pragmatists believe that in the matter of education, the wall between school and society must be removed, so that democracy becomes more tangible and concrete.

It is said that school is an artificial situation organized by society, and even the material taught to students does not correspond to the reality of the world outside the school.

And therefore they should be taught things that are more objective, more in line with the outside world, and useful (in the field of education).

۷. Pragmatists emphasize human growth and development, but do not define the direction of growth (psychological field). In this regard, it must be determined whether educational growth is transferred from society to the individual or from the individual to society? (Masoudi, 2012).

13. Conclusion

Pragmatic philosophy is a practical philosophy that has no fixed or absolute criteria. Man always creates something new. Values and education should help him in this. Pragmatism in education was largely

influenced by the practical and utilitarian school of philosophy. It tried to overcome the limits of other schools of thought, idealism and naturalism, and influenced the world to a great extent.

A pragmatist believes that life is dynamic and ever-changing. Therefore, the goals of education must be dynamic. According to them, education deals with human life, so it should help children to fulfill their biological and social needs. Education must give the child the opportunity to create values in his life. According to Ross, training should create new values: "The main task of the trainer is to put the trainee in such a position that he can develop values for himself.

Considering also the important role of administration and educational administration in directing the thoughts of society and their role in humanizing, it is necessary for educational managers and leaders to be wise and aware of the philosophical foundations of their work and to apply these foundations when necessary and to be successful in producing a philosophical mind for themselves and their teachers and students.

In other words, this philosophical way of thinking provides the background for all kinds of thinking, action and research methods and improves the philosophical tasks of the administrator and leads to the success of the educational organization. (Jami, Adibi, 2022).

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