

البراغماتية: منهج تربوي معاصر

-دراسة نقدية-

Pragmatism: Contemporary Educational Approach

- critical study -

Pragmatisme: approche pédagogique contemporaine

- étude critique -

Dr.Belguermi Sihem*

University of Msila Algeria Siham.belguarmi@univ-msila.dz

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الملخص:

البراغماتية هي طريقة للتفكير، يتم من خلالها إخضاع كل شيء للتجربة لإثبات صحة الفكرة. و لقد تأثر التعليم أيضا كفلسفة، كمجال أو كممارسة بهذا الاتجاه الفكري الذي يسعى إلى تحسين وتطوير القدرات البشرية للمساهمة بفعالية في بناء وتنمية المجتمع، البراغماتية هي طريقة للتفكير، حيث يجب إخضاع كل شيء للتجربة لإثبات صحة الفكرة. لقد تأثر التعليم كفلسفة أو مجال أو ممارسة من خلال هذا الاتجاه الفكري الذي يسعى إلى تحسين وتطوير القدرات البشرية للمساهمة بفعالية في بناء وتنمية المجتمع. لذا تنكر البراغماتية وجود حقائق موضوعية وقيم مطلقة وتؤكد أن الحقيقة هي اكتشاف اختراع شيء جديد، وليس اكتشاف ما هو موجود، وأن قياسه قائم على فائدته في عالم العمل. وبالتالي، فإن السؤال الذي يطرح نفسه في هذا المقال هو: إلى أي مدى يمكن استخدام البراغماتية لتوجيه التعليم في مصلحة الإنسان؟ بمعنى آخر، هل يمكن الاعتماد كلية على هذا الاتجاه الفكري لترجمة برامجنا التعليمية وقرارات مدارسنا من أجل مواكبة التقدم المحرز في عالم اليوم؟ وما هو تأثير هذه الفلسفة

المؤلف المرسل* Dr.Belguermi Sihem الايميل المرسل* Siham.belguarmi@univ-msila.dz

العملية على التعليم و القيم لأطفالنا اليوم؟ حاول البحث تقديم نقد لفلسفة التعليم العملي، خاصة تلك المرتبطة ضمناً بالقيم
الكلمات المفتاحية: البراغماتية؛ التجريب؛ فلسفة التعليم براغماتي؛ القدرات البشرية؛ التعليم؛ خدمة
القيم؛

Abstract:

Pragmatism is a method of reflection, where everything must be subjected to experimentation to prove the validity of the idea. Education has been impacted as a philosophy, field or practice by this intellectual tendency which seeks to improve and develop human capacities to contribute effectively to the construction and development of society. So pragmatism denies the existence of objective truths and absolute values and affirms that the truth is the discovery of the invention of something new, and not the discovery of the existing, and that its measurement is based on its utility in the world of work. Thus, the question that arises in this article is: to what extent can pragmatism be used to guide education in the human interest? In other words, is it possible to rely entirely on this intellectual tendency to translate our educational programs and the decisions of our schools in order to keep abreast of the progress made in today's world? And what is the impact of this pragmatic philosophy on education and values for our children today? The research attempted to provide a critique of the philosophy of pragmatic education, especially those implicitly attached to values.

Keywords: pragmatism ; experimentation ; pragmatic education philosophy ; human capacities ; education ; utility ; values

Résumé :

Le pragmatisme est une méthode de réflexion, où tout doit être soumis à l'expérimentation pour prouver la validité de l'idée. L'éducation aussi a été touchée en tant que philosophie, domaines ou pratiques par cette tendance intellectuelle qui cherche à améliorer et développer les capacités humaines pour contribuer efficacement à la construction et au développement de la société. Le pragmatisme nie

donc l'existence de vérités objectives et de valeurs absolues et affirme que la vérité est la découverte de l'invention de quelque chose de nouveau, et non la découverte de l'existant, et que sa mesure est basée sur son utilité dans le monde du travail. Ainsi, la question qui se pose dans cet article est : Dans quelle mesure le pragmatisme peut-il être utilisé pour guider l'éducation dans l'intérêt humain? En d'autres termes, est-il possible de s'appuyer entièrement sur cette tendance intellectuelle pour traduire nos programmes éducatifs et les décisions de nos écoles afin de nous tenir au courant des progrès réalisés dans le monde d'aujourd'hui? Et puis quel l'impact de cette philosophie pragmatique sur l'éducation et ces valeurs pour nos enfants aujourd'hui? La recherche a tenté de fournir une critique de la philosophie d'éducation pragmatique, en particulier celle implicitement attachée aux valeurs.

Mots-clés: pragmatisme; expérimentation; philosophie d'éducation pragmatique ;capacités humaines; éducation ; utilité; valeurs

Introduction:

Pragmatism is a method of reflection, where everything must be subjected to experimentation to prove the validity of the idea or its absence, of which this pragmatism denies the existence of objective truths and absolute values and affirms that the truth is the discovery of the invention of something new, and not the discovery of the existing, that its measurement is based on its utility in the world of work. This intellectual approach is only an expression of the reality of American society and its economic and social development, closely linked to its scientific development and industrial progress, but also to the center of cultural and social values that affirm the profit, and success, as well as the growth of individual and scientific mind, realistic and utilitarian. owever, this philosophy comes from schools and theories [such as the theory of symbolic interaction] which establishes today the most important educational trends and visions that seek to obtain meaningful practice within the framework of practical doctrine or utilitarian doctrine, which does

not care about the source of the ideas and the way they appear, but care about their practical results, influencing behavior and life in various fields.

Education has been affected as a philosophy, field or practice by this intellectual tendency because it seeks to improve and develop human capacities to contribute effectively to the construction and development of society, and to solve the problems encountered. Or at least mitigate them by focusing on a theory of real knowledge that offers a pluralistic and practical approach. So, the question that arises is this : to what extent can pragmatism be used to draw and guide the philosophy of education in the human interest? In other words, is it possible to rely entirely on this intellectual tendency to translate our educational programs and the decisions of our schools in order to keep abreast of the progress made in today's world?

The researcher in pragmatic thought understands that this is one of the most important intellectual tendencies that emerged in the mid-nineteenth century and until now, as a radical revolution of all previous philosophies that believes in mental thinking and the theoretical foundations, where human nature is functional, flexible to achieve social adjustment because the mind can solve problems through experimentations.

This research aims in its first axis to know what is the philosophy of pragmatism? Because we will also address in this document this tendency to consider as the most striking adopted today by the countries and educational systems of the world. In addition to trying to find out what are its applications in the field of education? Finally, let's try to understand the impact of this philosophy on the nature of the educational life of our children and know that it really has their orientation towards perfection.

To do this, we will address the first axis to the origin of pragmatism, its concept, its principles, its foundations and the most important of its pioneers, then the second axis is the possibility of relying on this intellectual trend to draw and guide the philosophy of education, identifying pedagogical applications of pragmatic philosophy in terms of goals, curriculum, teacher, learner and teaching methods.

Finally, in a third axis, we will analyze and critique the impact of this intellectual trend on the nature of life and the educational values of our children in their community culture.

The first axis: a general introduction to pragmatism

The origin of pragmatism:

The origin of the term pragmatism comes from Charles Sanders Peirce, where this term was born in his mind as a result of his study of the philosopher Kant, because Kant's pragmatic anthropology is a philosophy of practical ethics, so the pragmatic horizon is the adaptation of our general knowledge to influence our ethics. On this basis, this intellectual doctrine, one of its most important aspects, forms a mental response to the sum of major societal variables translated into practice through the orientation and change of thought, society, its culture, not just an existing emotion. In this case we move from the field of thought to the field of action and behavior so we move to the field of education inevitably.

The browser for the emergence of this thought finds that pragmatism emerged as an American philosophy that detested the futile theoretical research that focuses on the things and their sources, but focused on the results of the works and their consequences, and allowed the person to take his ideas and opinions as pretexts to preserve his survival first, then walk to life towards perfection.

Peirce, of which he shows that he follows a perspective reliability, he radicalizes this line by endorsing the famous maxim of Theodor Lipps: "logic is the physics of thought, or it is nothing". According to Brian Ellis, the laws of logic are the laws of human thought, without being merely empirical generalizations: they "refer rather to ideally rational systems of beliefs, just as the laws of physics refer to models of idealized entities in idealized circumstances.(Jean Marie Chevalier.2010.p28)For this reason, the pragmatism of Peirce was the basis that established the reality of the thinking of the American man, who does not ask about the origins (the past) as much as the outcome (the future). It is on this basis a contemporary philosophy in terms of

its emphasis on the lack of faith in metaphysical formats, faith in scientific law and its tendency to analyze concepts and terminology and criticism of metaphysics. Its belief in empirical direction is more extreme and in a less critical way.

The pragmatists tend to study what is necessary and true not for the purpose of revealing certain facts, or achieving certain results, but for a method that helps to achieve ideas and meanings in the external reality. "Every idea creates the possibility of an organized behavior related to what it expresses," says Pierce. "So each idea can eventually be interpreted as a habit, and these habits as interpretations of our ideas are the guides to action." Where many thinkers think that some scientists or school owners are actually a set of ideas. Max Weber was an "idea first" person before, because ideas are like religion, came later, and second. But today, idea-we call it information – is key. (John E. Tropman. 1998. p1) For this pragmatic thought cares very much about the idea that real benefit in human life, and never care about the theoretical trends that it believes are sterile as long as it does not change the reality of individuals for the better.

Meaning of pragmatism :

Pragmatism was the most influential philosophy in America during the first quarter of the twentieth century viewed against other idealisms and intellectual currents that have characterized American life. It stands out as a movement that not only had an impact upon academic philosophy but profoundly influenced student of the law, education, political and social theory, religion, and the arts (Horace Standish Thayer. 1981. p3) The pragmatic as way of thinking, can be a biological and social development, it was this common and recurring way of dealing with problems, in otherwise diversified contexts of philosophy and science and in the habitual intellectual practices of the race, that led James to call pragmatism "a new name for some old ways of thinking" (Thayer. 1981. p10)

The term pragmatism ought not to be interpreted as constituting the entire philosophy of those who are commonly called pragmatists such as Pierce and James,

certainly the pragmatic element is significantly present in their thought, but not necessarily so predominant a manner to define their entire contribution to philosophy. (M.B. Mahowald.2012. p17).In modern time Francis Bacon and Auguste Comte were pragmatists. John Dewey regards Bacon, as the prophet of a pragmatic conception of knowledge. Auguste Comte created positive philosophy which formed the basis of pragmatic social philosophy.Jhon Locke said, "our business is not to know all things but those which concerned our conduct".Immanuel Kant used the word pragmatic in a different sense, but according to Robert R.Rusk, the Oxford Dictionary first referred to the term "pragmatic" in 1643 and the term "pragmatism" in 1663.According to The Concise Oxford Dictionary the term pragmatic means "dealing with matters according to their practical significance or immediate importance". The term pragmatism according to the same source, means, " Doctrine that evaluates any assertion solely by its practical consequences and its bearing on human interests"(Chandra Soti Shivendra.2006. p99) The term pragmatism has been derived from the Greek term pragma which means use.Thus pragmatism is an ism according to which use is the criteria of reality. (Y.K. Singh.2008. p149)

Thus, pragmatism as a term is the result of the practical consequences of the application of an intellectual model is not new all novelty in its meaning and origins, but is a new name for an old way of thinking such as the philosophy of Aristotle and Socrates, it is a new trend as well as old at the same time; by focusing on the individual who can choose the side that pleases him to the side that achieves happiness in himself and achieves a satisfied life, he lives according to what he is convinced of then leaves the future to judge his positions rightly or wrongly depending on the results of his ideas to achieve the desired benefit.

This individualistic view has a reflection on the pragmatic view of the universe and of human beings, knowledge and values, and hence on the practical aspect of pragmatic education. So what has changed in pragmatic philosophy is that it has been replaced by looking at the past, looking at the future. Rather than being interested in

analyzing things and knowing them and returning them to their simple origins as Locke and Hume did, they focused their attention on linking our knowledge to the world of experience, not in terms of origin, but in terms of the consequences of this or that idea in the real world.

Principles of pragmatism: A pragmatic philosophy, called utilitarian, practical, or empirical philosophy, includes many principles which can be deduced as follows:

The practical way is the best way to test ideas

Pragmatism takes as a standard and as a result of utility where pragmatic philosophy sees utility as the standard by which truthfulness of ideas, values, and even everything is judged. Therefore, it has made the individual human being a source of values and knowledge, and a criterion of good governance or evil

The pragmatism is a philosophy of individualism, where "the human being is concerned with the individual and placed him in the first consideration, because the individual is the bearer of creative thought, the maker of the work and the owner of its application.

Relativity and denial of absolute truths, fixed values, where pragmatism rejects every form of absolute or constant. One of the most distinctive features of the pragmatic is that it does not recognize the immortal categories, which are characterized by stability and absolute, but was associated with the useful experience of the individual. It is impossible for a person to arrive at a constant truth that does not change within the limits of the world in which he lives.

Pragmatic philosophy considers experience as the source of knowledge, emphasizing the practical results of any idea or experience. It is a practical philosophy based on experience in the first place. Experience, with practical results, is the test of accepting or responding to ideas

A changing society places its confidence in the human capacity to contribute effectively to the building and development of society.

The values of truth, goodness and beauty are absolute, and change with time and space

Self is a behavioral symbol of the product of a social attitude, whose continuation depends on the continuation of the social attitude.

The idea can only be achieved when it leads to an effective result.

The principle of pragmatism lies in looking at practical results, which we hope to get from our ideas.

Pragmatism went beyond the experimental school, not only linking the idea to the experimental side, but to its behavior and practical results.

Pragmatism is a philosophy that focuses on the future and the intersection of the past.

The second axis : The possibility of relying on this intellectual trend to draw and guide the philosophy of education

Education and pragmatic philosophy : Many researchers in the sociology of education are discussing at this time the so-called modern education or global education or progressive education, which all refer to the content of pragmatic education. This American education is most credited with laying its foundations to John Dewey, who I do not think he knew would dominate the countries of America and Europe, which would affect the building of human knowledge as it is today. The philosophy of pragmatic education was based on the principle of utilitarianism, as mentioned above, without paying attention to the ideal and fixed values that existed before the existence of human beings themselves.

For this, pragmatist educators consider that action is the product of knowledge and that truth is a character of action, they suppose to reach a knowledge of the reality by the means of the experimentation then by a practice (Irène Pereira.2016. p25) Rather than referring knowledge to its object, it is referred to the subject to know if it serves him, action becomes both form practice and energy of knowledge to build. The very meaning of the actions undertaken, in terms of human intelligence in general, or that of individual subjects, becomes the critical principle of education.

Pragmatic education refuses to be a process of knowledge transfer to the student for knowledge, but believes that it helps the child to meet the needs of the biological social environment, it also believes that education is life, not preparation for life, and school's duty as an educational institution to use life situations in the educational process, as an ongoing process of preparing the building of experience in order to distribute and deepen its social content, so that the individual gains control of the methods involved in the process. It is considered one of the most prominent philosophies that focused on the learner and reflected clearly on the organization of the curriculum as philosophy is included in every decision important for the curriculum and teaching.

In the pragmatic perspective, the student is only a package of activity of the theoretical and acquired trends of action, and that his activity is the basis of all teaching that guides the student self ,so the student's education is not what should be learned, but encourage him to know the outcome of his mental and experimental activity in the reality of social life.

General principles of pragmatic education:

What we learn must be practiced.

We don't learn everything we do, we only learn what we do well

Human being is a natural organism that lives in a social and biological environment and responds to biological and social stimuli.

Education is life and not a preparation for life, sound education is those that achieve integrated growth, because education is a social process, education is life itself (Grotewell, Burton. 2008. p30)

Knowledge is a process of interaction between man and his environment. Man is not limited to simply receiving knowledge, but he makes it.For that when our knowledge ceases to function the world also ceases to exist (M.S.M Abdullah.2013.p94).

The goal of education should be based on the learner's own activities, including his innate preparations and acquired habits, and should be transformed into a way of collaborating with the learners' activities.

Education has two functions according to Dewey; on one hand transfer of accumulated knowledge in the past and instill new knowledge, on the other hand the right education sucks from the past and adds new things.

The exclusion of formal methods of teaching and dependence on the tendencies of children, where tables are placed around the room in no particular order, children working individually or in small group, with freedom of movement (Partington, Wragg. 2002. p134) For this we find that the learning situations, are centered around learners and take into account their tendencies and characteristics of knowledge, cultural and social

Attention to children from the physical, mental, moral and social aspects.

Knowledge stems from experience and expertise and is thus cumulative and placed material in hypotheses for testing and is a performance or a means that can be acquired as we go deeper into the research methods.

Knowledge comes to the individual through experience

Objectives of pragmatic education : There are a number of objectives that education, based on the pragmatic philosophy, attempts to embody in the field of education, including:

1. Diversify education to provide a wide choice for learners by providing a variety of forms of education.

Help to guide the decisions of teachers by motivating them to link the intellectual and practical side

Freeing the minds of learners and teachers from the phenomenon of mental fence and bypassing traditional and useless ideas.

Encourage workers in the field of education to contribute seriously to the study of social problems and interpretation from an educational perspective.

The importance of interaction and interdependence between experiences because the effective experience depends on the previous and affected by it and affect the subsequent experiences.

Pragmatic thought and guiding philosophy of education: Pragmatism seems to contribute to a reconstruction of education, whereas we still do not know it. Dewey and Rorty focus on two central features, the rejection of all forms of dualism and the affirmation of pluralism despite the fact that Dewey really occupies the pragmatist current - a singular place which is primarily due to his interest in education, his pedagogical reception, we find that Europe has known its ideas since 1909 thanks to the magazine L'Education and the magazine Pour l'ère nouvelle ,but Dewey's publications at the time of the United States entry into the war were, in a way, changing the game and measuring future changes in the intellectual debate (Bourrier, Bockting. 2008. P162) Dewey's recognition was realized by such renowned teachers as Cousinet, Ferrière, Decroly, Claparède and Freinet. Thus, pragmatism through Dewey has helped rebuild and guide education especially in the teaching component, which becomes an activity that teaches to teach. It means, to transmit more, more quickly, more efficiently or more widely knowledge to students, and which gives the teacher at the same time a know-how which is useful to him in teaching job and outside of this practice. For this, pragmatism believes that the school institution and its staff, and the teachers in the first rank, must produce individuals whose knowledge, skills, know-how and attitudes are comparable from one society to another and from one continent to another(Gauthier, Mellouki.2006.P24)Dewey asserted before: "There is no doubt that in contemporary thought, the greatest dissolvent of old questions, the greatest precipitant of new methods, new intentions, and new problems is that produced by the scientific revolution that reached its climax with the origin of species "(Dewey.2007.p149). Dewey believed in the same book and the same pagethat education through a pragmatic approach to thinking would achieve many beneficial tasks for humans " if insight into specific conditions of value and into specific

consequences of ideas is possible, philosophy –pragmatism- must in time become a method of locating and interpreting the more serious of the conflicts that occur in life, and a method of projecting ways for dealing with them: a method of moral and political diagnosis and prognosis". For this reason, pragmatism in education was not an absurd thought, despite the criticism directed at it, but it is a real perception of the life believed by those who bear these ideas and affected them, it has contributed and continues to contribute to the philosophy of modern education in educational institutions within a specific cultural field. This leads us to try to determine the educational applications of pragmatic philosophy

The applications of pragmatic philosophy in education :When we try to identify the educational applications of pragmatic philosophy, this philosophy, refuses to be a process of transmitting knowledge to the child or student only for knowledge, but believes that it helps the child to meet the needs of the biological social environment, because education as it sees in its philosophy is a continuous process from the preparation of building experience with a view to distributing and deepening its social content. For that it uses life situations in the educational process to achieve the principle of learning through work, and focuses on the need to diversify the teaching methods and move away from memorization, and storage of information and following the method of investigation. The applications of pragmatic philosophy in education touch several points some of them are related to goals, curricula, teacher, learner, and methods of assessment and teaching.

In terms of goals : One of the most important goals of pragmatic education through John Dewey is to seek to make the life of the school community a real life in which the experience is firsthand actually resembling the life of a child at home or in his environment, where he puts the child and his activities at the center of his concerns by proposing to rethink not to separate life experience and learning experience in attempting to relate the theoretical sphere to the practical dimension, where any experience lived in a particular field has the function of enriching the rest of the

child's possible experiences ; where he affirms his worth and dignity and embodies his human personality through the democratic participation of family members and groups in the management of school affairs and the cooperation between them to achieve the objectives of education, thus enabling the person of the child to face the obstacles and the problems of the future life. The individual is realized, according to Dewey, using his own talents to contribute to the well-being of the community; therefore, the crucial function of education in a democratic society is to help the child to acquire the "character" - sum of habits and virtues - which will enable him to realize himself fully in this way.

In terms of curriculum : In 1902, John Dewey, in his book *The Child and the Curriculum*, refers back to the proponents of the knowledge-based curriculum and the child-centered curriculum where it is impossible to think independently of one another. So the program can not prescribe what the child's activity should be define the program, first of all, think about their relationship. For that reason, the pragmatic curriculum is not intended to fill the minds of children with much information, but rather attempts to reconcile the needs of children with those who understand the problems of life. So, proponents of the former view considered the curriculum to be the keystone of the educational process as dewey stated their position: "subject-matter furnishes the end , and it determines methods ,the child is simply the immature being who is to be matured, he is the superficial being who is to be deepned,it is his to receive to accept".On the other hand proponents of new education disregarded the curriculum and focused attention exclusively on the child. Dewey characterized their outlook as follow: "we must take our stand with the child and our departure from him, it is he and not the subject-matter which determines both quality and quantity of learning.The source of whatever is dead, mechanical and formal in school is found precisely in the subordination of the life and experience of the child to the curriculum». The emphasis here is on spontaniety and freedom. In short the new education subordinated the curriculum to the child (Dewey.2008. p11). Accordingly, the curriculum according to

pragmatism is a flexible approach that can change and grow and is built on a cooperative basis by those concerned and specialists to serve and develop the community through focusing on the right and new beneficial experiences. It is not based on memorization, repetition and filling of minds with hard facts, but is based on the organization of new experiences to add to previous experiences. So, the curriculum is not a list of subjects, but a set of social skills and practical arts, problem solving and human problems, and takes into account the minds of students and their perception of the world, to help them understand their world present or in the future, and make them members contributing to the betterment of their community.

In terms of the teacher: Since pragmatism adopts the experimental approach, it pushes the teacher to adopt the direction that is concerned with solving problems, in social and natural environments for the development of his pupils through the use of the method of trying and error within the teams in which the promotion of teaching new methods to face emerging problems, especially in the absence of goals fixed for curriculum. Pragmatism has placed vocational education and natural sciences in the first place, while human studies and languages have developed in the second place (Léon.1968. P43) Where priority is given to school and vocational guidance.

For this we find the teacher within this educational thought cares for freedom versus interest in the system, to achieve short-term and immediate goals needed by the individual rather than attention to planning for future goals, and urges his pupils to solve certain problems which are the basis of building curriculum. We find the teacher within this progressive educational thought concerned with freedom rather than the achievement of the system, working to achieve the short-term and urgent goals that the individual needs instead of planning for future goals. For that, the pragmatic teacher urges his pupils to solve certain problems that are the basis of building the curriculum, where the pragmatic school does not recognize the use of the teacher for punishment or methods that depend on total control and submission, but pupils should be encouraged to think in order to exploit these ideas and knowledge in their

working lives, because they are the center of the educational process, and the school is existed for them and is not part of society but the community itself, the teacher thus makes pupils live a real life.

In terms of the learner : When analyzing the importance and status of the learner in pragmatic thought, especially through Dewey, we must start from the premise that the school is a social institution that is part of real life in which the child can represent and inspire - through it - all social, moral, political and cultural systems of society, which is no different from what is inside the school, making the best way to learn is to learn by doing. Thus, the child's social life is the basis of his real educational attainment which does not depart from the purpose of education itself. This progressive trend requires to achieve the availability of knowledge of the educator or teacher more than the learner to help him understanding the behavior of others to deal with them in all situations. Pragmatism believes in education centered on the learner, because the educational process begins to reveal the learner's interests and tendencies and try to help him to identify, and this meets the skills of learning to read and write, communicative expression and the ability to analyze, so the learner to express his ideas, focusing on everything that is practical and mental, where the child learns through this thought method of solving problems in a scientific manner consistent with his age and tendencies, although the importance given for complex issues that arouse his thinking and discuss them individually or in a group, with the need for educational cooperation between the learner and the teacher.

In terms of teaching methods : Pragmatists believe that life is ever- changing and there is a constant need for improvement. Therefore, pragmatic education is based on experimental method which realizes that there are no fixed or absolute conclusions, the student learn the process of discovery and self-sufficiency as much as the facts which are uncovered (Ardalan .2012. p140) But the empirical way that pragmatists believe is not through a laboratory experiment, but by considering it as a source of knowledge that includes the axes of thinking and research where thinking begins with

a sense of the existence of the problem, then assuming hypotheses, and collecting information to solve it, by choosing the appropriate solution within the possible solutions to it, Thinking is the basis of problem solving.

The focus of the research depends on the experience that takes attitudes and results means to other possible practical solutions, by converting the problematic situation into situations that may represent possible solutions to it. Therefore, Dewey believes that the formation of experiences can only be done by solving problems, and that there is nothing good about something that does not create experience for the child, as each experience derives something from past experiences, but somehow adapts the experiences that follow. Accordingly, the pragmatic approach in education relies on the use of research results as a means to prove the truthfulness of the issues, through the course of combining honesty and benefit as mentioned above, to achieve the goal of pragmatic education through curricula, more reliance is placed on extracurricular activities and pedagogical work using many tools such as soil, paper... etc., which help children in various processes such as folding, cutting, measuring and heating, in addition to other activities such as roaming, sports, horticulture, acting and writing stories Students gain skills and desire for group work, and feel comfortable because they are in line with their abilities and tendencies and develop a collective spirit.

John Dewey wanted to make the school identical with real working life and in line with it, to reach individual success and social material benefit. Tests also are designed to measure students' ability to solve problems and how well they accomplish their own projects, because they measure practical applications. Tests in the diagnosis of teaching methods, and how students learn. Knowledge is characterized by the discovery, formation and use of ideas and experience, and the role of teachers is the exchange of knowledge between students and creativity in their use, and teachers do not impose knowledge on students, although they are more knowledgeable of them; community social, as well as the needs of individual pupils. For this reason, the school climate is characterized by movement, activity, flexibility and social relations, through

which students conduct reciprocal processes in practical topics, and interests of interest, characterized by many movement and useful, but directed to self-discipline.

Third axis: Criticize the influence of pragmatic intellectual current on educational values

Perhaps the most important motivation for criticizing the pragmatic trend, despite its many advantages, particularly in the experimental sciences in encouraging individual possibilities in its various aspects - cognitive in particular - is a change in the status of the mind in judgment and values, so that there are no fixed values, moral or religious, and the value of God the Almighty is only useful to the extent that it reassures us and dispels our fears.

Therefore, the facts do not stem from the mind and the logic, but rather from the requirements of reality, which in turn draws the curriculum and emanates from the results of the behavior of emergence, which produces multiple facts more precisely according to the types of reality or existence, according to the profit obtained, and thus misses the criteria of truth and error, of loyalty and lie. pragmatists, therefore, no longer take the trouble to run the risk of developing doctrines and building systems, because instead of losing themselves in vain speculations in search of a truth in itself, applies to what is useful is good, to what can improve life (Canet.1948.p258) In this context, the benefit that improves life is a subjective criterion of the truth, because this fact, whose results confirm the benefits, will not be accepted by all, because the benefits are often conflicting, may be accepted by one party and opposed by another. It proves the tyranny of private benefit from the public good because the criterion of truth is the practical reality and the glorification of human freedom. In all these cases, the pragmatist deliberately neglected the mind and focused on the realization of the benefit, although it is difficult to agree on a certain benefit, because any benefit may harm others, in addition to the difference of societies in what is beneficial, and if they agree that the existence of the common good, here It poses the problem of what is meant by good or benefit and how to evaluate.

The principle of pragmatism, reflects the selfish attitude of humanity and promotes the spread of individuality, as a new practical principle that does not value the past and does not pay attention to it, we record however a contradiction that emerges from the repetition of the words of the ancient philosophers, for example Francis Bacon, who laid down the rules of the empirical method at the basis of pragmatism was not pragmatic. For that, James believed that pragmatism is, not a system, but a discussion, a movement, which can be determined later; it is less a definitive organization of ideas than a general impulse in a certain direction. It can be characterized both as a method, an energetic attitude of the mind; as a theory of truth and as a theory of the universe; which made Dewey think that truth is something that is done, as well as health, wealth, and strength, through experience.

This educational philosophy may greatly affect the consciousness of young people in Muslim or other countries that have a religion such as Christianity and Judaism, because they are all subject to experimentation, which makes the ideas in doubt until proven true by the practical result, and the mere thought of subjecting religion to experience is doubtful in its validity.

Religion does not accept doubt; we cannot combine doubt and faith; there are metaphysical things to which man cannot reach by practical experience, beyond sense; like the issues of death, bliss and the world of the grave, and others because it is from God Almighty, and the Muslim or others who believe in the divine message and heavenly books must acknowledge their validity and consistency, that God is right, that paradise is right, that fire is right, and that there is a day when all human beings will be held accountable, making of each individual a sergeant for his actions and behaviors. The aim is always to find methods and approaches to come as close as possible to the social reality, the possibility of living peacefully together (Valk.2009. p16) Neglecting religious values in education or considering them as past things that may be marred by imperfection and suspicion - God forbid from imperfection - makes values characterized by immorality, so as not to generalize and say the absence of

complete values because there are certain virtues are adhered to, such as honesty and discipline, accuracy and punctuality, but - as virtues - they are not intended for themselves, but are necessary in dealing with others.

The “absence of moral values” is evident in nudity, harassment, and drugs ... which are neither accepted by religion nor values, because capitalism as a system born of pragmatism - trying to prevail in the world - is interested in arousing lusts and instincts, under the pretext of utilitarianism; by focusing on the results achieved without looking at the methods of achieving them, whether they were correct or not. For example, the attempts of fraud to get high points and achieve success, cases of bullying, and the problems of multilateral school violence, and many other educational problems that we started to see in our islamic educational institutions or other non-muslims, was the result of focusing on the principle of achieving benefit without paying attention to the educational values that achieve that.

Therefore, despite the fact that traditional education does not use technology until recently to teach young people, the educational curricula were rich in positive social, moral and cultural values that promote virtue which is an action that strengthens the civil community an act of kindness that inspires others to achieve the same standard of conduct is an act of virtue (Davidson.1996. p58) values that promote cooperation, solidarity and tolerance, refuse bullying, violence, fraud, and reproduce them, because the establishment of societies on the scales of gain and loss alone , the guarantor of the demolition of these communities; because the relationship between its members is based only on the basis of interest and material gain ; while many students are taught that long-lived societies must be justly governed, their members are characterized by tolerance, altruism, sharing, sacrifice, and love of good for themselves and others at the same time, in order to achieve the development of society stability, and happiness; successfulness in all areas of life is required, within the limits of society's values, norms and laws, and its religion, since religion has a

moral impact, superior to any other source of induction and perseverance as its effectiveness is shown by its positive suggestion.

In general, some criticisms of pragmatic education can be summarized as follows: The big mistake in the claims of pragmatism is that the constant adherence to beliefs and religion, obscures the right knowledge of man, which entails choosing the validity of beliefs from time to time, and excluded when it becomes clear to the individual that it is not true or invalid. Hence faith in the doctrine of the pragmatists is beyond doubt, but God Almighty illuminates the minds of the righteous slaves towards science and knowledge, and open to him the doors of all kinds of livelihoods are sufficient as saying Almighty: (If you fear God makes you a difference) **لَنْ يَهْتُوا إِلَهَ يَجْعَلُ لَكُمْ فُوقَانَا** { [Al-Anfal: 29] It is a light that differentiates between truth and falsehood.

Pragmatism focuses on the individual, maximizing "individuality" with the chaos and ambiguity that make individuals incapable of order, censorship, and social tasks. It focuses on achieving their own benefits from what is right, while Dewey has difficulty in getting justice for what is right (Dieleman.2017. p257)

Values in pragmatism have several qualities as being realistic, nor are they stemming from self, mind or conscience, they are determined by choice and freedom, and therefore values are optional.

Pragmatism in education justifies situations on the pretext that they bring benefit to its owner.

Pragmatism does not offer a positive search for the truth because it is merely an approach to discovering misconceptions - which have no practical or beneficial effects - and this is a negative approach, because it aims only at eliminating misconceptions.

The lack of the possibility of determining the meaning of the word "useful" as a result of its use in an endless and indefinite manner of pragmatic education, where it did not become - with the extension - indicate something

Students may be active, but not intellectually mobilized on the activity they are asked to do.

The pragmatic thought stems from the future, ignoring the past, and making the present a preparation moment; to achieve a program we make for the future, it makes a break with the past, and refuses to discuss the initial principles, and in all forms of the absolute.

The reproduction of social inequalities.

pedagogical practices that promote student autonomy seem to be more favorable to students from privileged backgrounds who have already built scriptural literacy skills outside of school, in their families.

In spite of all this criticism of pragmatic education as it relates to values or religion as a value and social criterion, the new pragmatism tends to more complex dimensions and more intrusive philosophical ideas. Richard Rorty emphasizes that for neo-pragmatism as a notion it is possible to "see how things fit together". This immanence is linked to action, the limit of our understanding, of our language, there is truth where we thought there was a problem. But there is something in the idea of action that turns out to be incompatible with acts that would be events and people that would be things.

Conclusion :

Pragmatism is in fact one of the best chances that a philosophy can offer us for the fulfillment of the ends which humanity can legitimately aspire because they seem to him the best, it is not only a thought of practice, but it also suggests the understanding of action, it questions the action of thought in our practices, in the sense of an epistemology of experience; it gives to knowledge a new educational dimension.

This logic of problematization stemming from Peirce, which, in the absence of any transcendent foundation, can only bring its compass to the educational, ethical and

political experience. The habitus of rational analysis, of problem solving, in their ambition to become "masters and possessors of nature".

Dewey puts student activity at the heart of pedagogical practice, this importance attached to activity in education is, for him, a democratic ideal. Nevertheless, the sociology of education has been led to throw a critical look at the emancipatory optimism of these new pedagogies, which would then favor, without being aware of it, the reproduction of social inequalities "class practices".

Thus, it is not possible to rely entirely on this intellectual tendency to translate our educational programs and the decisions of our schools in order to keep abreast of the progress made in today's world, it must be dealt with wisely, by promoting religious, moral and educational values and encouraging collective awareness.

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