ПЕДАГОГИЧЕСКИЕ НАУКИ

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EDUCATING SYSTEM AS OPEN SYSTEM

The aims of education in these contexts are measured in terms of degrees or certification or promotion. There is a deliberate effort made with a definite purpose to develop certain amount knowledge, skills, attitudes and habits in these institutions.

The term 'education' has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. This only shows that education doesn't have one precise universally accepted definition. It has various meanings with various functions. Analysis of these meanings is presented in this paper.

Key words: *Philosophies, Perennialists, Essentialism, Teacher-Centered Philosophy, Student-Centered Philosophy*.

Changing Education Systems

In common discourse the education system is in a general way equated with formal education and schooling. Education of course is not only schooling. There are a variety of non-formal ways of education, some embedded in the cultural milieu and some created institutionally. Then there are the informal ways of education, centred in the home, the family, the community. However, by far the largest segment of organized education is in the domain of the formal education system, comprising the schools, colleges, the administrative structures, the supporting services, etc. The crucial significance of the education system lies in the fact that future-oriented educational change indispensably involves corresponding change and redirection of the education system. The envisioning of new goals for education must also encompass transforming the system. Equally important is the recognition that a dynamic education system – that is, an *educative system* – is potentially a creative source of envisioning and a powerful instrument for realizing it. Dynamism lacking, it is all too often a limiting factor.

The education systems of the countries in the Asia-Pacific area vary widely in their structures, forms and scope, the differences corresponding generally with the levels of economic and industrial

development. In the developing countries, the formal education systems as they are to be found today were originally transplanted from the West and grew by almost completely supplanting the traditional education systems. The similarities among the education systems of the developing Asia-Pacific, covering such vast geographical area and varieties of conditions, are nonetheless striking. It is a moot point whether the transplant origin gives to the systems an enhanced capacity to bring about change or greater propensity to resist it.

There are three underlying trends which are exposing these education systems to new challenges:

• a rapidly growing enrolment explosion bringing into the educational process more and more people with greater differences in background, aptitude and interests, and more and more people staying on for longer and longer periods;

• a considerable expansion of the formal education systems, mostly uni-linear and replicative;

• tension and dysfunctionalities arising out of mismatch between the enrolment explosion and the purposes and goals to which the education systems work [4].

Philosophy of Education

The root for the word philosophy is made up of two Greek words: Philo, meaning "love", and Sophos, meaning "wisdom". For thousands of years, philosophers have been wrestling with fundamental questions: what is most real – the physical world or the realm of mind and spirit? What is the basis of the human knowledge? What is the nature of the just society? Educators must take stances on such questions before they can determine what and how students should be taught.

Since educators do not always agree on the answers to these questions, different philosophies of education have emerged. Although there are some similarities, there are also profound differences in the way leading educators define the purpose of education, the role of the teacher, the nature of the curriculum and assessment, and the method of instruction.

Teacher-Centered Philosophies

Traditionally, teacher-centered philosophies emphasize the importance of transferring knowledge, information, and skills from the older (presumably wiser) generation to younger one. The teacher's role is to instill respect for authority, perseverance, duty, consideration, and practicality. When students demonstrate through tests and writings that they are competent in academic subjects and traditional skills, and through their actions that they have disciplined minds and adhere to traditional morals and behavior, then both the school and the teacher have been successful. The major teacher-centered philosophies of education are essentialism and perennialism.

Student-Centered Philosophy

Student-centered philosophies are less authoritarian, less concerned with the past and "training the mind," and more focused on individual needs, contemporary relevance, and preparing students for a changing future. Progressivism, social reconstructionism, and existentialism place the learners at the center of the educational process. Students and teachers work together on determining what should be learned and best to learn it. School is not seen as an institution that controls and directs youth, or work to preserve and transmit the core culture, but as an institution that works with youth to improve society or help students realize their individuality [5].

Concept and Meaning of Education

What is Education? You are, by now, familiar with the term 'education', 'educated person' 'educating' and so on. You must have also used these terms on several occasions in conversation with others. What do we mean by education? Does 'teaching' or 'instructing' become education? Or is it learning in an institution? Does developing the child into good human being known as education? Is it

possible to have one meaning of education? There are many more such questions that come to our mind when we attempt to understand the concept of education.

The term 'education' has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes [3].

The Meanings of Curriculum

Curriculum as "the Course to Be Run": The term curriculum in education is used in many different ways. It has a commonsense meaning as broad as "what schools teach" to as narrow as "a specific educational activity planned for a particular student at a particular point in time". Initially, the word came from the Latin currier, which means "the course to be run". This implies a track, a set of obstacles or tasks that an individual is to overcome, something that has a beginning and an end, something that one intends to complete. This is still true today. The concept of the curriculum as the course to be run is one that fits one of the school's historical functions [6].

Schools System

Goals of the School System: Formal goals serve several purposes for social systems. They provide guide- lines for activities of the system and focus the activities of members; they imply social acceptance of the stated purposes and of means to achieve them; and they legitimate the activities of the system. However, there is not always consensus on what goals should receive highest priority or how they should be achieved. Witness the controversies over school curricula: Some adults are concerned that schools are not putting enough emphasis on basic skills, and that too many frills' (art and music, for example) are included in the program. Others argue that children need exposure to a broad curriculum. Thus, goals are constantly being 'negotiated' and reconsidered dependent upon the interests of the powerful and needs of the system. We now consider briefly some goal expectations of various societal sectors which influence official school goals.

Schools and Options

Whenever there are several options, there remains the process of making the final decisions about which of them to pursue. There are three groups of questions that should be asked in order to evaluate each option. These are concerned with the suitability, acceptability and feasibility [2].

Teacher Autonomy

Meaning Autonomy: The notion of autonomy has been one of the central concerns of philosophers since ancient times. The concept first came into prominence in ancient Greece and was derived from the Greek words 'auto' (self) and 'nomos' (rule or law), meaning one who gives oneself their own laws. According to Collins Cobuild English Dictionary (1995), autonomy refers to 'the ability to make your own decisions about what to do rather than being influenced by someone else or told what to do'. The terms such as independence, self-sufficiency, self-government, self-rule, sovereignty, etc., are used as synonymous to autonomy. Initially the term was used to characterize states that were self- governing. But later on it came to be widely understood as a property of persons. Today, the concept of autonomy is used in both the senses, although philosophers deal with autonomy primarily as a virtue of the person [3].

Educational technology

Educational technology: is the study and practice of facilitating the learning and improving performance through technological processes and resources. The term educational technology is often associated with instructional theory learning theory in other words, instructional technology is the theory and practice of design,

development, utilization, management and evaluation od processes and resource for learning, whereas educational technology includes other systems used in the process of developing human capability [1].

Conclusion

Behind every school and every teacher is a philosophy of education that reflects the purpose of schooling and the role of the teacher. Teacher – centered philosophies, like essentialism and perennialism, are traditional and emphasize the values and knowledge that have survived through time. Student – centered philosophies focus on individual needs, contemporary relevance, and a future orientation. The word education is derived from the Latin word 'educate' meaning 'to raise' and 'to bring up'. According to few others, the word 'education' has originated from another Latin term 'educate' which means 'to lead forth' or 'to come out'.

The concept of the curriculum as the course to be run is one that fits one of the school's historical functions. Whenever there are several options concern schools, there remains the process of making the final decisions about which of them to pursue. There are three groups of questions that should be asked in order to evaluate each option. These are concerned with the suitability, acceptability and feasibility. Throughout the brief history of administration, and educational administration in particular, a number of different meanings have been attached to the term administration'. Since the mid-1970s, educational administration has been going through a time of fundamental reassessment. Indeed, it can be argued that we are living through a period of paradigm shift in our field.

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СИСТЕМА ОБРАЗОВАНИЯ КАК ОТКРЫТАЯ СИСТЕМА

Цели образования в их контекстах измеряются в терминах степеней, аттестации или продвижения по службе. В связи с этим в образовательных учреждениях предпринимаются целенаправленные усилия, направленные на развитие определенных знаний, навыков, отношений и привычек.

Термин «образование» по-разному трактуется разными людьми. Некоторые люди называют это формальным образованием или обучением на протяжении всей жизни. Другие называют это приобретением знаний, умений и навыков. Это только показывает, что у образования нет единого точного общепринятого определения. Это имеет различные значения с различными функциями. Анализ этих значений и представлен в настоящей работе.

Ключевые слова: философия; перенниалисты; эссенциализм; философия, ориентированная на учителя; философия, ориентированная на ученика.