

On the Importance of Philosophy Education in the Stage of Basic Education

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Abstract. Philosophy has a powerful role in training and cultivating people's thinking quality with their strong speculative power. We must clearly understand the importance of philosophy education in basic education, especially in primary school education. On the basis of the analysis of the current situation of basic education, this article will make an analysis of the importance of Philosophical Education in the stage of basic education by using the methods of literature, investigation and multidisciplinary research, combined with the achievements of previous studies.

Introduction

The concept of "children's philosophy" was first proposed by the academic world by the well-known American philosopher Mathew Lippmann. The establishment of this doctrine changed the previous misconceptions about people's philosophical education and made philosophy education no longer advanced. "Unique to education", Professor Lippmann believes that children have the ability to explore philosophical issues. The crucial period for children's physical and mental development is that they receive certain philosophical education and it is essential to train their thinking.

The Origin of the Problem - Why We Need Philosophical Education

Sophie's World was written by Norwegian writer Justin Guarder. He is a middle school philosophy teacher. Through reading his works, we can clearly understand the origins and development of Western philosophical thoughts. At the same time, he also made me realize clearly that our current lack of philosophical education and huge room for development.

As we all know, the word "philosophy" came from ancient Greece. Its original meaning was "love of wisdom". It was a long-lasting love for and continuous pursuit of wisdom. Aristotle's famous saying: "Plato is dear to me, but dearer still is truth." It is a good proof of the philosopher's love of wisdom over everything else.

But we must clearly understand that philosophy is not the exclusive philosopher. In fact, from the first time people began to think independently, problems such as the universe, nature, and life have been continuously generated, and philosophy has been born. This process of pursuing the relationship between people and the world is precisely the pursuit of human "truth". The process, as Jaspers said: "The essence of philosophy lies not in the mastery of truth, but in the constant exploration of truth. Philosophy means pursuit." [1] In every stage of human growth, no period will be more eager to explore the world than childhood. Similarly, among the entire community of members, there is no more fanaticism than philosophers to explore the truth.

After experiencing the development of infancy and early childhood, children began to have the ability and desire to actively explore the world. During this period, children began to put forward some seemingly strange problems, such as "All things are man-made?" "Why my rabbit died? Will I die too?" "Why the sun and the moon in the sky, and is there anything in heaven?" The deepening of these questions is actually enough to reach the height of philosophy. When children explore the surroundings out of curiosity, they will ask other questions, such as "What is the earth we live in?" "Why does water always flow from high to low?" These can be specific. The limited method to find the answer is actually a scientific problem, not a philosophical issue. In fact, there is no clear boundary between children's science and philosophy. The questioning of the world also contains

two categories of thinking. This also indicates that in the process of children's philosophy education, we must pay attention to children's natural characteristics. Like other disciplines, we must treat children's and adults' philosophy education differently.

As mentioned above, philosophical education for children is an inherent need to adapt to children's natural development. The dependence of the development of the times on philosophy education is an external demand. In fact, our country is not without philosophical education. As early as in the pre-Qin period, various philosophers passed their own philosophical theory systems to teach the people by way of preaching or writing. In particular, Confucian education of the Confucian classics for disciples was not a manifestation of philosophy education. Today, with the rapid development of the times, traditional and purely academic philosophy has failed to represent the full range of philosophical thinking. Philosophy also works with other disciplines.

The primary education stage plays an extremely important role in the development of human life. It is a critical period for the development of children's abilities, the development of mental and physical qualities, and the development of good moral habits. It is an inevitable requirement for the development of the times to accept philosophical education during this period. The educational research shows that "acceptance-style" passive learning and "mechanical" training are the most effective learning methods. We need to teach children not only simple theoretical knowledge, but also the ability to actively acquire and master knowledge. This kind of learning method contains precisely the factors of thinking quality and philosophical thinking.

In recent years, education reform has repeatedly stressed the importance of cultivating students' thinking quality and individual character creation. These are closely related to the positive functions of mental exercise and personality forge contained in philosophy education. Studies show that many countries in the world have already recognized and promoted the promotion of children's philosophy education. Professor Lippmann's child philosophical project has been established in nearly 50 countries and regions in the world. In the UK, children aged 5 or 6 have already begun receive the philosophy education [2]. In China, Hong Kong, Macao, Taiwan, and some developed educational regions have gradually begun to use foreign education theory to develop philosophy textbooks suitable for children in our country.

East-West Collision - What Kinds of Philosophical Education do We Need

French thinker Montaigne once said: "Since philosophy is a guide for our lives, since he is able to provide useful lessons to children as well as people of other ages, why not quickly introduce philosophy into the children's learning?" [3] Since we have recognized the importance and possibility of philosophical education, the next step is to solve the problem of how to conduct philosophical education.

Regarding this issue, the Chinese and Western sages have already had their opinions. "The predicate of the destiny, the predicate way of the frankness, the predication of the Taoism." [4] These three sentences clearly outline the basic thread of traditional Chinese philosophy of education. The "harmony between man and nature" serves as the highest realm of ancient Confucian education thought, prompting Confucian traditional education to pay special attention to the issue of moral education. Focus on people's hearts, their education aims to cultivate a gentleman. Confucius said that "not angry or indignant, not ignorant or not" expresses its inspiring teaching principles, "learning without thinking is ambiguous, thinking but not learning is ambiguous," requires learning to use, emphasize the unity of knowledge and action. The "Book of Rites and Scholars" records the educational concepts that have lasted so far, such as "building a country and the people and teaching first," revealing the relationship between politics and education, emphasizing the importance of education, and putting forward the concept of "learning as a teacher". Advocating step-by-step teaching methods and so on. While paying attention to the knowledge of literature and history, Mohist School pays more attention to the cultivation of logical thinking skills and practical techniques. Its educational ideas are closer to the West.

When discussing Western educational thoughts, one must mention Socrates. Socrates's brilliant point is that when he talks to people, he does not seem to want to instruct others but he wants to

learn from people who talk to him. The impression of something, he did not teach like a traditional teacher, but through a way of discussion. When he first started talking to people, he seemed to constantly raise the question of logic in an ignorant child. Usually during the discussion, he would try to make his opponent recognize his theoretical weakness. Finally, when the word is poor, his opponents will have to recognize right and wrong. Aristotle, the ancient Greek encyclopedic philosopher, inherited Plato's rational theory, arguing that the highest purpose of education is to pursue rationality, and his educational thought is mainly embodied in his book *Politics*, he believes that education should follow the nature, advocating children's stage education in accordance with the laws of children's psychological development. This idea has also become the ideological source for the later development of quality education.

In summary, both Chinese and Western education systems include the concept of "teaching according to their aptitude and conforming to nature", and "heuristic" teaching methods are widely recognized throughout the world. In fact, in philosophy education In the process of practice, it is true that not all modes are effective and suitable for children. If the children are taught in an indoctrination style, it will not only bring positive influence to children, but will also increase the burden of children's learning. In addition, it must be emphasized that if children are faced with a unique set of philosophical theories, there is no doubt that such philosophy education is even more harmful. Therefore, adults are setting teaching plans and teaching practices. It is necessary to give children a proper choice of space on the basis of strict control of the teaching content, and to diversify the information output. Philosophy education for children at the primary school level must adopt a content and method system that adapts to children's ability to accept and provides sufficient room for development, consistent with the nature of philosophy.

Judging from the experience of senior teachers, the mode of carrying out specific teaching activities through question and answer, discussion, etc. is more suitable for children's philosophy education. Under this model, both teachers and students have equal speaking rights [5]. It also respects the children's initiative in the exploration process and is an effective method of philosophy education.

The Significance of Philosophy Education

One of the basic functions of philosophy education in primary school is to protect children's philosophical nature. This "love wisdom" nature is not only an individual's excellent quality, but will also grow as a driving force for the development of a society and a country.

Protecting children's philosophy

Correct philosophy education can give timely and scientific protection and guidance in the budding period of children's philosophical exploration. This not only benefits the healthy development of children's spirit but also contributes to the progress of human ideology, thereby promoting the progress of the entire society. First of all, in the children's spiritual growth, once the children's behavior of exploring the world is positively strengthened, their accumulated philosophical experience will enable them to maintain their curiosity, sensitivity, and curiosity after being separated from their childhood. Second, the process of philosophical education is also a process of cultivating children's ability to be good at questioning and criticizing. This ability is indispensable in any field. Socrates once said that life without reflection is not worth living. We believe that only when human beings hold the ability of doubting and criticizing philosophical thinking, can human society continue to advance, and vice versa, it will fall into ideological rigidity and unnecessary repetition. In the middle of a dilemma. Finally, philosophical education in the basic education stage is also helpful to the birth of philosophers from the most utilitarian point of view. As Justin Guarder said: "There is an interesting connection between children and philosophers. Philosophers I'm always sensitive like a child all my life." [6] It can be seen that philosophy education does have the ability to train children as philosophers.

However, the goal of philosophy education is not to develop every child as a philosopher, but to train children's thinking skills in the process of philosophical education and systematically

introduce philosophies to children in the form of dialogues. Things take a critical attitude and keep their thinking active, making them imaginative.” [7] Let them learn to think in a philosophical way.

Improve children’s thinking quality

“Thinking quality is the intellectual quality of thinking. Educational experiments have shown that cultivating thinking quality is a breakthrough in the development of intelligence. Thinking quality is the intelligence characteristic of individual thinking activity, and also the expression of individual thinking differences.” [8] In the critical period of childhood, some “absurd” questions need to be properly inspired and guided in order to develop in a rational, dialectical and creative direction. Due to the special speculative nature of philosophical sciences, philosophy education can provide such positive guidance. Mr. Feng Youlan proposed his own definition of philosophy in his “A Brief History of Chinese Philosophy” He believes: “Philosophy is the systematic execution of life. Rethinking knowledge.” [9]

Philosophy does not have short-term visible achievements like mathematics, science, etc. Its influence on people is imperceptible. It does not bring practical benefits. Its role is hidden in the long river of time. Therefore, philosophy Education must also start from all aspects. In school education, the establishment of corresponding philosophy courses or the integration of philosophy and traditional disciplines can bring beneficial philosophical education to children; in social education and family education, the entire society can be promoted. The philosophical thinking ability, in all aspects of society to build public institutions that can satisfy children’s curiosity and curiosity, can maximize the children’s thinking potential and cultivate their philosophical and truth-seeking spirit.

Establish children’s correct outlook on life

As early as in the era of Confucius, philosophers became the wisdom of “knowing people” and “adults.” In modern times, philosophy still exists as the knowledge of human wisdom. In ancient Greece, “people, know yourself” is a rumors for thinkers. In the square of city-states, philosophers discuss the nature and value of the universe. It can be seen that if we regard education as a project that promotes a happy life for humanity, philosophy education must be an important and indispensable part of it.

The ability to think is happy. In the 19th century, the philosopher Meier divided human happiness into “high level” happiness and “low level” happiness. In his discourse, the happiness resulting from philosophical thinking belongs to “high happiness” and to the body. The pleasure of having a richer spiritual pleasure than having it. [10] In addition, philosophy education can also cultivate children’s dialectical thinking so that they have the ability to transform suffering into happiness during their journey of life. The philosophical concept of helping children establish dialectical unity is also what philosophical education in basic education is expected to achieve important goal.

Conclusion

Discussion on the importance of philosophy education in the basic education period as the author’s knowledge and experience are shallow, only the above discussion can be done. At the end of the article, the author still wishes to emphasize that the goal of philosophy education should be to cultivate children’s ability to think and enjoy life; the contents should also have a hundred schools of thought ideological collision, rather than a boring one; its approach should be consistent with children’s growth. The natural attributes of conforming to nature can really play the role of philosophy education. The education of children’s philosophy in China is still in its infancy, but it will surely be gradually improved and become an important part of basic education.

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