



Relationship between philosophy and physical education

Manisha Devi

Research Scholar, Department of Physical Education, Maharshi Dayanand University, Rohtak, Haryana, India

Abstract

Physical Education develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. Physical education is offered as an elective examination subject at senior secondary education level. It emphasises the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society. Behind every school and every teacher is a set of related beliefs--a philosophy of education--that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods. Socrates, Plato, and Aristotle are the three most legendary ancient Greek philosophers.

Keywords: physical education, practical, human movement, philosophica, socrates

Introduction

Physical Education develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. Physical education is offered as an elective examination subject at senior secondary education level. It emphasises the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society. Behind every school and every teacher is a set of related beliefs--a philosophy of education--that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods. Socrates, Plato, and Aristotle are the three most legendary ancient Greek philosophers.

Socrates is hailed today as the personification of wisdom and the philosophical life. He gave rise to what is now called the Socratic method, in which the teacher repeatedly questions students to help them clarify their own deepest thoughts. Plato, Socrates' pupil, crafted eloquent dialogues that present different philosophical positions on a number of profound questions. Plato believed that a realm of externally existing "ideas," or "forms," underlies the physical world. Aristotle, Plato's pupil, was remarkable for the breadth as well as the depth of his knowledge. He provided a synthesis of Plato's belief in the universal, spiritual forms and a scientist's belief in the physical world we observe through our senses. He taught that the virtuous life consists of controlling desires by reason and by choosing the moderate path between extremes.

The importance of physical training and fitness reflected the philosophy of physical education at the time. In a sense, the work of Robert Roberts and the YMCA helped to spread this type of character education across the country and had a great impact on the development of physical education and sport programs.

Indian meaning of philosophy is 'to see behind the scene while Western world seeks its meaning in the 'love for knowledge.' But, in general, Philosophy derives the knowledge which satisfies the human curiosity. Philosophy of education is that knowledge which describes the definition and decides the definition and decides the aims, objectives and criterion of education.

When philosophy of education is applied to a particular field, such as, psychology, biology, history, physical education, sociology, anthropology, economics, etc. it seeks to bring practice into harmony with basic thinking in that field. It provides some theories, based on different streams of thinking, which help in working with and implementing that field in various aspects of life.

Idealism

Idealism is that school of philosophy which believes in the reality of ideas only the objects, which we experience, do not have their existence in real sense. They are mere manifestations of ideas. Idealism as a philosophy stands in contrast with all those systems of thought that center in nature (naturalism) or in man (humanism). According to idealism "to be" means to be experienced by a person.

Idealism holds that the order of the world is due to the manifestation in space and time of an eternal and spiritual reality. As to knowledge, idealism holds that knowledge is man thinking the thoughts and purposes of this eternal and spiritual reality as they are embodied in our world of fact.

As to ethics, idealism holds that the goodness of man's individual and social life is the conformity of the human will with the moral administration of the universe.

Idealism accepts only one reality i.e., ideas, therefore it has concern with only mind spirit, and the self. It asserts that mind or spirit as each man experiences it in him is fundamentally real and that the totality of the universe is somehow mind or spirit in its essence.

According to idealists the world is in spiritual order that is capable of interpretation. The ultimate reality is self. Evil is not a real existent value. The individual self has all the freedom necessary to self determination.

Thus, when idealism is applied to physical education it instructs teacher to be a role model for the students. Physical education not only looks after the physical factor but also consists of those experiences which fulfill the needs of the individual's nature and bring him the sense of satisfaction or well-being. The name of Plato is well known as a true idealist in the world.

Naturalism

Naturalism is greatly accepted by hedonists and utilitarianisms. According to them, pleasure is the highest good. 'Maximum pleasure for maximum people' is a famous axiom of hedonism. According to naturalism, reality consists of materials, forces, laws or processes in motion in space.

Ultimate reality is force or energy. Private experiences are quite unreal and secondary. The most acceptable life is that which keeps close to the simple and peaceful ways of nature. Orderliness and dependency are the two famous tools of these schools.

Naturalism has confidence in the orderliness of nature and believes that nature can be depended upon. Native naturalism attempts to designate someone substance as the matter of existence. Nuclear physics has destroyed this concept of the least common denominator in matter of the universe.

Energies suggest that energy is the one substance out of which the earth is made. Positivism is the complete dependence upon science as the only avenue of knowledge. Thus, naturalism asserts that pleasure is the highest good and the basis of moral judgments. The aesthetic experience is not an experience of all-embracing truth. There is no spiritual or supernatural import. Social values are synthetic values resulting from agreements made by individuals.

When naturalism is applied to physical education, the holistic development of an individual, i.e., the physical, mental, social, emotional and moral skills, comes in focus which helps students in building personal qualities.

Realism

Realism is the theory that holds that the existence of objects is real. For this reason it is also sometimes called objectivism.

Both realism and objectivism are metaphysical theories concerned with the existence of things. In epistemology realism holds that in the process of knowledge things are independent of the existence and influence of the knower. Hence the main tenet of this theory in the epistemological field is that the object and its qualities are independent of and uninfluenced by the knower and the process of knowledge.

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