Pragmatic Trends in Arabic and English Education Thought
A Contrastive Study

Fahad Khaled al-Sufayeh*

Abstract :

The study aimed to identify the pragmatic trends between Arabic and English thought, where the study presents the historical origins of pragmatism, the principles of pragmatic philosophy, the foundations of pragmatic philosophy, and the detection of some educational applications of pragmatic philosophy in terms of: (objectives - curriculum - teacher - learner - Calendar - Teaching Methods),

And the differences between pragmatism in Arabic and English thought, and take advantage of this contradiction to come up with some results that contribute to the benefit of pragmatism thought in school education.

In the light of what the study aims to rely on the inductive and descriptive analytical approach to find out the differences between pragmatism in Arabic and English thought, and benefit from them educationally when setting educational goals, and the curricula leading to it, and what may benefit the teacher and the learner, and the diversification of assessment methods, and teaching methods provided to the students.

Keywords : Pragmatic Trends – Arabic – English - Education Thought - A Contrastive Study.

Introduction :

Our world today lives in remarkable progress in the field of material thought, and this thought is an extension of what it was in the last century, Where many philosophies emerged, and at the top of these philosophies was pragmatic philosophy, This philosophy is one of the most important philosophies that emerged in the mid-nineteenth century to the present.

The pragmatic philosophy with its vision, principles and ideas adopted by the revolution on all the philosophies that preceded it, which believes in the theoretical matters and mental reflection in order to access to know life, facts and existence, it views the human nature as flexible and functional.

The pragmatic philosophy has several starting points: scientific, utilitarian, procedural, performance, functional, or experimental philosophy. This last term found a

*Public Authority for Applied Education and Training – Kuwait

particular appeal among the modernists on the pragmatic relationship with the educational curriculum.

Study Problem :

The researcher sensed the problem of the study by reviewing many previous studies on pragmatic trends in Arabic and English Education thought and the possibility of using them in school education. extensive reading and analysis of previous studies in general showed weakness in some studies that dealt with the proposed topic , which was considered to be a justification for the researcher to initiate this study

The study attempts to identify the differences between pragmatic trends in Arabic and English language thought and take advantage of this contradiction educationally. This will be illustrated by the study through theoretical analysis based on the analytical and inductive approaches.

The problem of the study is to answer the following questions:

Problem of the Study :

1-   What is the historical origin of pragmatism?

2-   What are the principles of pragmatic philosophy?

3-   What are the foundations of pragmatic philosophy?

4-   What are the educational applications of pragmatic philosophy in terms of (objectives - curriculum - teacher - learner - evaluation - teaching methods)?

Objectives of the Study :

The study aimed to :

1-   Identify the Historical origins of Pragmatism.

2-   Identify the Principles of Pragmatic Philosophy.

3-   Identify the foundations of Pragmatic Philosophy.

4-   Reveal the educational applications of Pragmatic Philosophy in terms of (Objectives - Curriculum - Teacher - Learner - Evaluation - Teaching Methods).

Study Approach :

The study used the inductive approach in addition to the descriptive analytical approach.

Theoretical framework :

First: Pragmatism (Origination and Definition):

> *[1] Historical Development of Pragmatism :*

The Beginnings of pragmatic philosophy date back to the time of the Greek Philosopher Harkalitus, who believed in the idea of constant change and that the absolute and absolute truth does not exist. *(Tiercelin, 2014 : 66)*

The term pragmatism was coined and labeled by the American philosopher Charles Pierce created a new inscription of Greek origin, specifically from the Greek word (Pragma), The term was developed by the American philosopher (William James) and then (John Dewey). *(Frega, 2013 : 8)*

Among the origins of this philosophy were its principles: the realist movement of the nineteenth century, the natural principles of (Rosto), the psychological movements led by (Stalutzi), (Herbert and Frobel), the scientific movement, the social movement, and democratic principles. The characteristics of American society, and the practical results from these sources all derived pragmatic philosophy. *(Hookway, 2012 : 23)*

The emergence of contemporary pragmatism as a practical doctrine was in the United States of America at the beginning of the twentieth century, and found in the free capitalist system, which is based on individual competition, where a new nation was formed in America of immigrants who came to it from different parts of the world, and contributed to the American society to modernize This thought contributed to the construction and entered into a conflict with nature through self-reliance, freedom from restrictions, love of adventure and exploration. The use of reason and respect for manual work and the aspiration to change and renewal and the future constantly. *(Rescher, 2016 : 15)*

> *[2] Definition of pragmatism :*

Pragmatism was taken from the Greek word (Pragma), meaning work, and taken from the word (practical), has been defined by the Webster World Dictionary (Webster): As a philosophical trend created by Charles Senders, Peirce and William James. It calls for the fact that all concepts are proven only by scientific experimentation. *(CHENG, 2019 : 551)*

The philosophical lexicon defined it as: a doctrine that the criterion of truthfulness of opinions and ideas is in the value of their consequences in action, that knowledge is a tool to serve the demands of life, and that the sincerity of the issue of what is useful. *(Rescher, 2016 : 16)*

Charles Peirce considered pragmatic thought as meaning, and he was interested in logical thinking and his methods in clarifying the perceptions of the Supreme.

William James, with his approval of Charles Pearce, has given pragmatism a sense of utilitarianism. And how to be? The phrase has to be sincere not just being meaningful, but acted on the basis, did not find anything to interfere your way to get to your destination, and so he put the proverb on the banknote and says: It remains valid to deal until the objector intercepted, and prove falsehood and invalidity, and continue credibility As long as it is in effect, we achieve what we want from the purposes. *(McDermid, 2006 : 99)*

Second: The Principles of Pragmatic Philosophy :

The observer of pragmatic philosophy believes that it contains a set of principles, and varies in general according to the philosophers belonging to it, but it shares a set of principles and foundations, the most important of which are : *(Omar, et al., 2014 : 31-33)*

- This philosophy considers that it is impossible to reach the truth of the universe and its existence, there is no evidence that the facts are unchanged.

- Things and their true meaning are known only by experimentation.

- Man can shape his future by using human experience to control the environment.

- Values are relative and not constant. Value is taken with the criterion of utility or satisfaction of essential and urgent needs.

- Scientific method is the best mean and method to be used and processing creating ideas.

- Democracy is a way of life and work through the use of reason.

- The pragmatic perspective sees mind is active and positive and not negative, it does not receive knowledge, but address it interacting with the environment.

- This philosophy believes that the society in which we live is changing, and that with its active and creative contribution, man develops, builds and solves his problems.

Third: The Foundations of the Pragmatic Philosophy :

Pragmatism is based on several foundations. The study attempts to present some of them briefly as follows :

[1] Concept of the Universe :

Binary pragmatists deny the formation of the universe. They do not believe that there is an unaware side of the senses. They completely deny the spiritual side. *(James, 1907 : 112)*

The pragmatists regard uncertainty and certainty as inevitable issues in this world, so the system faces events and challenges because it is based on the struggle between

forces, and opposes the currents in it, it is based on diversity and not on unification, and therefore the world is difficult to examine once so it must continue the formation because the future is open It is not closed, and this world accepts pluralism in belief, languages and races, and its purpose is determined by the interaction between man, the environment and others. The goals of this universe are embedded within its structure and therefore the goals and values in it are not final and the values in it unify what should be in light of the movement of experiences and progress in society. *(Daniel., et al., : 2010)*

Pragmatism does not see the universe as a reality outside the system of experience as if they were neutralizing themselves from recognition of the First Creator of the universe There is no constant relations and fixed gems as if they tend to be a natural world, not faith, although pragmatism tends to a lot of commitments and freedoms belonging to the ideal spirituality and ideas. *(Soraty, 2008 : 595)*

[2] Human Nature :

The pragmatic view that man is not separated from nature but is an integral part of it is governed by the relations between nature and society and that the movement of nature of our ideas is derived from one case and that a biological state with the potential foreseen by its interaction with the data of the environment around him, but it is the educational institution must take the lead to develop The creative forces of man within the framework of goals, knowledge, scientific applications and human values. *(Flower, et al., 1977 : 35)*

Others pointed out that pragmatism in their view of human nature is determined by : *(McDermid, 2006 : 75)*

- Denial of dualism in the understanding of human nature in the sense of dualism between man and its genetic, mental and spiritual components and the environment.

- The human personality is formed by his social interaction.

- The human being can learn from his previous experiences.

- Man acquires habits by interacting with the environment other than an animal whose behavior is predetermined.

[3] Education :

Where pragmatism sees education as life itself a preparing for it, growth and renewal of experience within the social system and the nature of mankind, which emphasizes the organic unity between criticism and man and human knowledge and the ability of man to learn and its interaction with social relations and variation in human nature. *(Tiercelin, 2014 : 63)*

[4] Knowledge :

The pragmatists deny all that is before the experiment and see that the problem of knowledge is still merely theoretical knowledge without practical vital benefit. Instead of looking at how we know, we should be preoccupied with the realization of practical social values that make the world better than it is now for all human beings, transforming knowledge from contemplative knowledge into effective and practical research and problem-solving activities. *(Patricia, 2006 : 195)*

Knowledge stems from experience and expertise and is cumulative and placed in material hypotheses for testing and is a tool or a means that can be acquired as we deepen in the research methodology, procedural knowledge and the work of a movement that meets the demands of the news unit to set off another new unit of expertise.

It is clear to the researcher that the knowledge of pragmatists may help the individual to overcome his problems in life, and that the value of knowledge if not applied and used, since the knowledge stemmed from the problems of life, and it includes hypotheses put into practice and not cumulative, and it is a means and gradually acquired in research is not an end, and pragmatic knowledge is a procedural process. *(Omar, et al., 2014 : 34)*

[5] Values :

Values in pragmatic philosophy are not fixed and infinite linked to the incomplete social existence in this life so it must be relative and interpreted.

Values have realistic qualities that help human and social development. They are objective subject to scientific method. They are optional because of freedom, administrative experience and human values. Variable because it is in a state of constant pulse because it means to achieve a basic function that increases conscious behavior and displays the adaptation between man and his environment. *(Garry, 1982 : 217)*

The Pragmatists Classify Values Into : *(Jesús, 2019 : 279)*

1- Social Values.

2- Moral Values.

3- Aesthetic Values.

4- Religious Values which are useful and valid when they help to interact with the environment actively and effectively.

The researcher concludes that the values in pragmatism have several qualities that are realistic are not stemming from self, mind or conscience, they are determined by choice and freedom are optional, they are subject to testing, evaluation and modification and applied scientific method is thus objective, and these values are characterized Humanity because man is the effective element in making them as standards because it

is the basic component of these values, as these values are variable, not absolute or fixed include all societies are thus relative.

[6] Truth :

The truth is the result of human interaction with the environment, so the human and the environment responsible for truth and pragmatism tend to humanity in its mood as if it is in line with the sophist principle of ancient Greek culture, "man is the measure of everything", James believes that man can evacuate his own truth while Pierce and Dewey see the truth as having been laid at the hands of the natural world. *(Tiercelin, 2014 : 66)*

In light of the above, the researcher concludes for some educational applications of pragmatic philosophy for each component of the educational model in English, the study presents as follows :

Fourth: Educational Applications Of Pragmatic Philosophy In Terms Of: (Objectives - Curriculum - Teacher - Learner - Evaluation - Teaching Methods) :

The study presents as follows:

[1] Educational Objectives :

The pragmatic philosophy believes that the goals of education help the individual in the growth and learning and in adapting to his environment and life, and stresses that these goals are not imposed from the outside because then does not represent the real goals of the individual does not stem from his activities, then the real goals are those determined by the individual himself or participate in The most important of these goals for pragmatists are : *(Culpeper. Et al., 2019 : 4-9)*

- To help the individual to develop the integrated personality and his preparations and energies and development.

- Helping the individual to adapt continuously to his her social and natural environment and providing them with the expertise required by such adaptation.

- Preparing the individual for future life without neglecting the requirements of his present life.

- Prepare the building of social experience and improve the society and its development through the organization of the process of participation in social awareness and the compatibility of individual activity on the basis of this awareness.

- Giving the individual concerns about the aspects of healthy life that make him happier and contribute to the high level of personal construction.

- Enables the community to formulate its own purposes and organize its means and resources.

The aim of pragmatism is to help students become socially present and future, to live in harmony with others during their individual development, to help them understand their environment, to solve problems themselves scientifically and to learn how to continuously learn and respect democracy, its values and practice in the political and social context.

It should also adopt the goal of education on the self-efficacy of the learner, including his innate preparations and acquired habits, and should be transformed into a way to cooperate with the activities of learners, and unless the goal leads to the development of certain methods of work is of no value, if the application is a duty in all in any case, what is the point of observing the details that do not have any calculations, as educators should beware of the objectives that are alleged to be general or final, there is no doubt that every goal no matter how specific remains a general goal with its branch of relations because it leads to what does not His infinite things. *(Gentilleau, et al., 2019 : 216-218)*

[2] Approach :

The curriculum in pragmatic philosophy is an element in the educational process because it is the focus of the selection of goals and means and it is the tool of the educational process that helps the pupil to face daily problems and solve them in an effective and functional way, and includes many aspects of activities that should be in the development of the curriculum to be correct and sound to ensure the student to use it The curriculum constitutes a dynamic and purposeful unit rather than a rigid cognitive organization. Cognitive processes and resources are defined in pragmatic philosophy within practical considerations and there is no room to say that knowledge determines Within the limits of theoretical contemplative considerations or abstract intellectual considerations. *(Tiercelin, 2014 : 68)*

Pragmatic philosophy claims that the curriculum is not limited to reading, writing and counting, but includes nature, works and painting. *(Rescher, 2016 : 17)*

The pragmatism does not give attention to cultural heritage, and focuses only on the present and the future, nor is it interested in providing curricula selected and arranged by adults and traditional topics. To build the curriculum on the basis of cooperation by the concerned and specialists and work to develop them through useful experiences. *(Hookway, 2012 : 25)*

From a pragmatic point of view, the curriculum should be integrated with extra-curricula activities that satisfy children's tendencies and talents for their urgent need for integrated growth.

Textbooks are methods that can be applied in the field of new problems as well, and pragmatists accept most of the subjects in the curriculum provided that they are logically organized for students who are in the stage of editorial logic, but young people do not agree with the logical organization of the material but agree with the psychological organization of the material in The light of the needs of students and their preparations so that the student can learn because the material has been organized in the light of preparations and psychological characteristics. *(Omar, et al., 2014 : 36)*

[3] Teaching Methods :

The pragmatic view that the student is a package of activity theoretical acquired trends and the activity of the student is the basis of all their teaching where they see that the student is active and automatic all I do teaching in their opinion is to direct this activity where the activities aimed to effective organized preferable to activities stray mechanism is not the goal of Education The child has learned what he must learn, but is encouraged to know for himself the result of his experiential mental activity. The pragmatists believe that it is the desired activity that leads to a series of changes. *(Daniel., et al., : 2010)*

The pragmatism is also concerned with respecting self-desires and integrating them into the educational process.

Pragmatism believes that the child learns more through activity than through indoctrination and promotes pragmatic learning methods through experimentation, attempting, errors, problem solving based on biological and social nature and benefiting from students collaborating in the team for collaborative learning to learn students self-reliance skills and scientific research. *(Soraty, 2008 : 597)*

John Dewey has warned to the basics of the need to pay attention to and formulated before proceeding to choose the appropriate method of teaching, including : *(Tiercelin, 2014 : 67)*

- Linking the experiences of students with theoretical knowledge and practical work.

- Taking into account individual differences between learners.

- Taking into account the educated tendencies and their natural motivations and trying to exploit these tendencies to attract their attention and push them to moral self-activity.

John Dewey also cautioned that the student should be given freedom of movement so that he can express his qualities so that this freedom can act as a means of creating self-control and developing his true freedom.   And develop its capacity to implement selected goals based on sound thinking and its ability to set goals and deliver values of desires. *(Patricia, 2006 : 198)*

[4] Teacher :

The pragmatic education made the student and his activity the center of the educational process and felt that the pragmatic teacher is a human participant in the educational position, an experienced and a guide facilitates the process of education and its role is limited to excitement and influence and facilitate learning. Problems and the use of appropriate scientific methods. *(Omar, et al., 2014 : 36)*

The teacher should apply the laws of the school through the practice of democracy in it, represented in the social meetings held between teachers and students to determine their needs and expectations. Otherwise, the course is limited to teaching the laws to students, but teaching them to make laws as well as understanding personal and social impressions in order to form the right social life within the school. *(Garry, 1982 : 219)*

The teacher pushes students to experiment and examine new ideas and engage them in discussions and voting and take responsibility for the authority as the school is a microcosm of society in which they learn the rules of positive behavior in society, and pragmatic teacher does not dictate to students their responsibilities, but the mentor or the participant and participate in the democratic organization. *(Jesús, 2019 : 280)*

It did not make the teacher the main focus in the educational process and demanded that the teacher not only be his teaching work, but helps in the selection of experiences that will be presented to the student to interact with them and works to help him solve his problems.

From the above, the pragmatic view of the teacher is evident in several points :

- The teacher is a mentor and guide, and must understand the nature of learners.

- Interprets information and avoids padding and memorization.

- Teaches learners learning strategies and ways of thinking.

- Motivates students to experiment and examine new ideas and be involved in discussions.

- The teacher encourages learners to self-learning and share with others without having any problems.

- A kind of intense control.

- Diversification in the ways of education in order to raise their energies in educational attitudes.

- Encourage learning through action and problem solving.

There are some qualities that a teacher must have from the standpoint of pragmatic philosophy :

- Integrity in work and stay away from modesty, attachment and detention because it contributes to facilitate the study material for learners.

- Stay away from self-esteem and hyper-self-esteem because they are factors that build psychological barriers between it and learners.

- Accommodate the subject that he teaches and be present in his mind as he departs and is busy interacting with the needs of learners and their abilities and not with the subject itself.

- Close knowledge of the surrounding environmental conditions (natural, historical, economic, etc.) so that they can be exploited and made educational resources.

- Ability to promote trends that lead to continuous growth and understand the needs of learners and is aware of what is going on in their minds.

- Choose the diversity of scientific materials prescribed to the student and encourage the diversity of processes in dealing with questions and not imposed on them with intellectual slangs so that their intellectual vision is not limited to a single course determined.

[5] Learner :

Pragmatism prefers that the student be an advanced personality in which the ability to communicate socially and prove self and contribute to solving problems independently and active and has the skills to solve problems and get good experiences and respect for the rights of others and good communication with them in a democratic way and give the student the freedom to choose and work and understand pragmatism that the nature of the student Biological and social learning and growth through intelligent interaction with environmental data and learning possibilities in its social models and experiences obtained from the environment. *(Culpeper. Et al., 2019 : 5)*

Pragmatism does not allow a rigid and rigid system, and that the student package of activity draws strength from the theoretical and acquired trends and this activity is the basis in the planning of each process in the field of teaching. *(Frega, 2013 : 9)*

Pragmatism has made the student a central focus in the educational process and demanded that the system stem from the student himself and his sense of responsibility and through participation and awareness of the importance of the school system. *(Hookway, 2012 : 25)*

In the case of some problems, this philosophy demands the teacher to solve without reference to school administration through the following methods :

- Individual interviews and counseling.

- Status of violations to the Board of Pupils.

- Enhance the reward for good behavior.

[6] Evaluation :

The evaluation process in pragmatic philosophy is very important and the teacher bears responsibility to his students and the communities to which he belongs. The pragmatic teacher uses diagnostic, analytical and therapeutic exams. Assessment Whether tests are based on normative societies in which students are attributed to the other or communities based on reference societies in which students attribute themselves. *(Gentilleau, et al., 2019 : 217)*

A pragmatic assessment usually focuses on measuring students' ability to solve problems, complete projects and practical applications, diagnose teaching methods and how students learn.

Discussion and Conclusion :

Dewey saw the people in Chicago not believing in quiet sitting on fixed chairs. This has influenced his thinking and made him believe that the measure of righteousness is the result. If reform requires such change, so must the fundamentals of politics, economics, education, and everything that might be thought of permanence and stability, in order to change life to make it more appropriate to the conditions of the new era.

Arab pragmatism is also closely linked to the past, While pragmatism in English thought disavows its history, it calls for everything that is useful only in its present, or pragmatism in Arab thought, it calls for its entire history and retains it fully with all that is useful and what is not useful.

It takes pragmatism in the English thought that it confined the demands of man only in the material aspects, and rejected the material aspect, while pragmatism in the Arab thought provides spiritual aspects of human demands, and link all its humanitarian work with the spiritual aspects.

The pragmatism in English thought is based on absolute thought, that is, every thought must produce material production that benefits man in any way. It is acceptable away from any religious measure in its legitimacy. This is a difference between pragmatism in English and Arab thought.

In our modern age we transferred many Western sciences, and applied them in our schools to our students, and showed many educational results after some of these curricula and separation from reality, and away from the environment, many of which did not affect our needs and desires, and did not meet the desire of the teacher, or Learner.

Western pragmatism plays an important role in the education of young pupils from the beginning.

The study concludes that :

- Pragmatism excludes formal methods of teaching and focuses on practical education of positive benefit to man, and the conversion of children's tendencies and

experiences towards individuality and express their views and ideas in order to search for intellectual diversity and not to print a repetitive version of ideas.

- Education is life, not preparation for life, sound education is the one that achieves the integrated growth of man and is based on a series of experiences, and emphasizes the educational importance of work and practice, and that the school be a small community like the large community based on learning in all that is useful and productive for man and his needs.

- Attention to the student in all aspects of the physical, mental, moral and social work and to provide all possible opportunities that satisfy the needs of the student and enable him to express himself and confirm the freedom of the learner in making decisions about what he learns, which is necessary and beneficial to his life and society.

- To educate students that knowledge is a process of interaction between man and his environment. The truth with regard to man is not independent of the ideas he proposes for interpretation and the truth is relative and subject to change and that the right way is the safest and best way to choose ideas.

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الملخص باللغة العربية

الاتجاهات البراجماتية في الفكر التربوي العربي والأنجليزي

فهد خالد الصفيح

الهيئة العامة للتعليم التطبيقي والتدريب ـ دولة الكويت

هدفت الدراسة التعرف على الاتجاهات البراجماتية بين الفكر التربوي العربي والانجليزي حيث تعرض الدراسة الأصول التاريخية للبراجماتية ، ومبادئ الفلسفة البراجماتية، وأسس الفلسفة البراجماتية، واكتشاف بعض التطبيقيات التربوية للفلسفة البراجماتية من حيث : (الأهداف – المناهج – المعلم – المتعلم – التقويم – طرق التدريس).

والاختلافات بين البراجماتية في الفكر التربوي العربي والانجليزي ، والاستفادة من هذا التناقض للتوصل إلى بعض النتائج التي تُسهم في الاستفادة من فكر البراجماتي في التربية المدرسية.

وفي ضوء ما تهدف إليه الدراسة تم الاعتماد على المنهج الاستقرائي والمنهج الوصفي لمعرفة الفروق بين البراجماتية في الفكر التربوي العربي والانجليزي ، والاستفادة منها تربوياً عند تحديد الأهداف التعليمية، وتطوير المناهج، وما يفيد المعلم والمتعلم، وتنويع أساليب التقييم، وطرق التدريس المقدمة للطلاب.

الكلمات المفتاحية : الاتجاهات البراجماتية – العربية – الانجليزية – الاتجاهات التربوية – دراسة نقدية .