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Introduction

John Dewey lived between 1859 -1952 made, the most positive impacts by his involvement towards the enhancement of educational perspectives in the 20th century (Dewey, 1990). He was an American, best known for his contribution as a philosopher, psychologist educator, political activist and social criticizer. Dewey's philosophical works, concern with interacting, reflecting and practice, and curiosity in democracy and community were collected to create a evocative educative custom. Dewey is mostly seen in a negative light - and associated with juveniles in the wrong ways-egocentric education. According to his work, his duty cannot be included easily into the curriculum practices that have ruled Canadian and UK education practices over the last era.

Dewey suggests in the first chapter with his view that opposes the existing educational theory: the differences between traditional and progressive education. He argues that traditional education is a system which consists of bodies of information, developed standards, skills, and conduct rule that worked historically, and that motivates a student attitude of being docile, receptive and obedience. The duty of educators in traditional education was to communicate skills and knowledge and to instill rules of conduct to a new generation.

He viewed progressive education as a system that criticizes traditional education in a way that it attaches subject matter adult, standards and methods upon a younger generation. It provides least active participation by

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students in coming up with a subject matter. The following are the benefits of progressive education to students: growth and expression of being autonomist; interacting freely; experience learning; imparting of skills which will enable them to meet ends; and, being adaptive to the ever evolving world. According to Dewey progressive education is an intimate and essential relation between the processes of real experience and education. However, Dewey argued that neither traditional nor progressive education is the remedy to the opposition that is there in educational theory. He suggests that the problems they present need a resolution based on a modern philosophy of experience. For as long as the assumptions exists that it is sufficient to reject the ideas emanating from traditional education and to move to the opposite side to progressive education, the matter at hand will not even be identified therefore won't be solved.

Social control

Dewey tries to relate the principles of interaction and continuity to educational problems and obstacles in chapter four. He selects social control because educative experience is made up of the social process, and everyone experiences social control. It doesn't mean that social control depicts authoritarian rule.

A good illustration of social control that occurs in agreement in a school environment with children are the games played at recess, team sports games such as baseball, soccer, hockey and football. These games require set rules and regulation when they are being played, in the absence of these rules then the games won't be harmonious. For the better use of the rule, one can prevent other unbecoming occurrences.

It is important to note than individual when in the group they try as hard to meet the set target. Since we have to teams with both having similar objective, it is very vital to have rules that will govern them so as to bring the sense in the competition. It does happen in our daily lives as either student or members of the public at large. We have conflicting interest that we have to accomplish, but we still got exercise social control

Education and democracy

In 1916 John Dewey wrote yet another powerful book that was written within the context of how education was to satisfy the requirements of society. The book titled Democracy and Education expounded on democracy as a means of defining culture. Dewey viewed democracy as a way of authority that allows society members to enjoy freedom in a civilized manner well organized. He refers to those nations that do not use technology and mass elections to rule themselves as " savage". The ideas in the book are revolutionary in a positive manner, as they are centered on the empowerment of the populace in making such key decisions as those relating to selection of what they deem to be the most reliable leadership. The book focuses on the greater good through the wide concept of democracy.

Michael Boucher's research in the Capstone Project, the book was written during the time World War 1 was underway and was promised to put all wars to an end. Laws touching on child labor were created, unprecedented need for educational institutions in urban areas where there previously there was no need, and these children were in school to be taught the new skills for a new non-agrarian society. The events of the global scene at the time

certainly influenced Dewey's efforts and helped to fuel his ways of thinking. Dewey speculates that societies that are more "complex" needed more advanced systems to transmit the culture to the youthful generation. This transmission becomes effective through "communication" which comes through the social interaction between adults and children. Education was defined by these kind of social interactions; this transmission of culture. Dewey again associates the presence of society as a living and developing entity in his statement.

References

Dewey, J. (1990). *The School and Society and The Child and the Curriculum*. Chicago: University of Chicago Press