

Evaluation of Jean-Jacques Rousseau View About the Foundations of Education

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Abstract: In this study Jean-Jacques Rousseau views were evaluated about the foundations of education (objectives, programs, methods, teacher and student). In the current study method was descriptive – analytic. The question in this research was: what is Rousseau view about foundations education? Of the results of this study it can be concluded that Russo had a special view to the foundations of education, and Rousseau looked to education from the nature-oriented and humanistic views. Rousseau has been highlighted the following for foundations of education: Objective: The necessity of moral Education and its importance. Program: Familiarize students with a specific professional in the curriculum, including reading, writing, ethics, and game. Method: method is based on student understanding, attention to the student activities to encourage method and lack of discipline. Teacher and student: Teacher's attention to the talent and ability of students, attention to their activities, moderation by teachers, attention to individual differences in the students.

Key words: Foundations of education: objectives, programs, method, teacher and student.

INTRODUCTION

Today world has faced with a stunning development of science and technology, and the education system as well as under the social systems has not gone unnoticed of the impact of this wave. Today new issue rose in all aspects of education and generally keeps pace educational system with new developments in society, is considered a sign of its development in the educational system. Jean Jacques Rousseau has high thought of education. In this study the foundations of education were reviewed from the perspective of Jean Jacques Rousseau.

Biography of Rousseau:

Jean Jacques Rousseau was born in 1712 AD in the city of Geneva, Switzerland. His father was a watchmaker and his mother died when he was born. Rousseau spent first eight years of his life with his father and aunt. His aunt would not let him to play with children, so he spends all his time to reading books. He had read all the stories of his mother's library at age seven. At age eight, His father fled from Geneva due to debate. Rousseau in this period was very timid, shy and had fantasies. He says in this context, I wanted to buy some sweets from shop but was not entering of afraid because he was afraid to laugh him. In the age of sixteen he chose "tramp" living and traveling around. First he went to Spain and then France (Fancher, 1996). Hard life and filled with adventure and a touch of class and oppressed by the upper classes of society than the poor classes had allowed him to think and study of literary, philosophical, social, and raised the interest and love for deprived communities in his simple life and nature, and to strengthen the transformation of the social chaos of his time was forced to resort (Kardan, 2003). In 33 years old and illiterate servant girl named "Thérèse" was introduced to the rest of his life but he was never formally did not marry him. He had five children from the orphanage gave them all that later was criticized because his Word. Rousseau began his scientific work thirty-seven years old he was when the year 1749 are compared and the academy of Dijon contest held; To the issue of whether morality has helped to advance the art and science and industry. And Rousseau, with his negative answer, he began the awards and is widely recognized. In 1762, in Rousseau's life is very important because it was important that his two books, namely "social contract" and "Emile" to society and released the map. Rousseau's social contract is a book that speaks of human freedom and human being from birth to serve the community and could serve as its head. This is a book that many experts consider it the foundation of the French revolution. Emile is Rousseau's e original book about a child's education is supposed to have the name and according to Emile, Rousseau has described her upbringing final years of his life to spend notoriety and doubt and isolation. He died in France in 1778 and was buried in a village, and Moved to Paris after the French revolution.

The Opinions and Views of Rousseau:

Generally Rousseau's educational theories influenced by the realistic nature and humanistic views; there is two noteworthy about his educational theories: Rousseau's views seem contradictory in appearance. Rousseau in his book (Emile) provides nature realistic and community elusive view for the training process. That Emile away from the community and with nature and nature follow that she has been entrusted, to be raised and

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trained. But the book social contract, Rousseau founded the basis of a social life of a society in which individuals, as part of their community cannot survive. Therefore people like Chateau recommend that Rousseau's books and ideas to be considered together (Chateau, 1972). Rousseau is fundamentally opposed to the community and social life, but it is against the freedom of social life that he is human and natural growth. And why Emily is developed according to its nature, and finally into the community, it says: "Emile is a wild people who need to take in the desert, but that is one wild ready to live in cities" (Rousseau, 1986). Rousseau's in the Emile book education of girls and boys separated from said first difference between the sexes and the moral relations comes of here; one must be strong and active and other passive and weak, it is necessary to act and the other one wants, and high enough that does not resist. The result of this principle is basically the woman is made for a pleasant man (Rousseau, 1986). Rousseau remarks in response to a number of idealism, elitism, gender-oriented and... They talk about the education of girls have another retrogressive and inconsistent (Palmer, et al., 2001). Some of Rousseau's Emile supported and believed that he laid the foundation book for girls' education and could not finish it, and it will end, like Emile, the end result was another; and also educational theories of Rousseau and Sophia (wife of Emile) cash that he has deprived women of their time and historical reality is reflected Emile spirit to a form of practice and training methods (Morsy, 1993).

The Purpose of Education:

Of Rousseau's arguments about the ultimate goal of education can be inferred that he knows the purpose of education is develop human based on nature. Order of nature is not entirely clear, but as the Chateau Rousseau says, the nature of his potential and talent that should be grow guided by the instructor (Kardan, 2003). It also says that his nature is like plants that occurs randomly in the middle of a road and through the accident and deal with it, bend it and destroys (Bertram, 2004). However, the purpose in terms of Rousseau's is preserving nature, instinctively good upbringing and social environment is free of corruption (Kardan, 2003). Rousseau's emphasis on moderation and says, "Moderation and two doctors are the real man: his enormous appetite to prevent extremism and moderation, he is," and then adds: "I know your lusts on extremism raise and with time makes the body weak. Austerity and modesty of this effect is often another cause of a weak body, that poor soul" (Kardan, 2003). The purpose of education in Rousseau's view is taken from the educational philosophy that he believes "that if anything should be removed from the Lord is good" and "without faith there can be no true piety. When I get out of range, nothing but injustice, hypocrisy, deception and lies among the people will not see. "Emphasized and his belief is that the universe and everything in it, is a creature of God (Chateau, 1972). Rousseau in Emile raises a fundamental principle that all education rules should be the primary source. This is essentially a "truly free man wants only what comes from its responsibility to do everything your doing" (Rousseau, 1986). Rousseau in this article refers to two important points: a) the person must ability much work to do, and should not expect a child of his ability. B) People should do what his favorite is the custom. Interest and willingness of students is also very important in education.

Education Program:

Rousseau believes that education programs should follow the nature of child and organization according it. For example, he says handicrafts should be a priority according to nature of childhood, and theoretical issues should be started at the age of fifteen (Chateau, 1972). Stages of human development and consideration it in the program: 1- Infancy (from birth to two years): In this age should meet the basic needs of child (Kardan, 2003). They are curious and can be anything such as heat and cold, hardness and softness to the touch. They experience the world with their senses directly. At this time children begin to learn their language and do not know anything about logic or beliefs (Fancher, 1996). 2- Childhood (from two to twelve years): This Period of is known as the breeding period and body senses. If you can keep students healthy and strong at age twelve to age without being able to recognize his right hand from his left. The children at this stage to reach independence through which they can walk, run, talk, eat and... They do not get to thinking, intuitive and abstract at this age, and no non-tangible things they spoke and acted. The only source of education is palpable that the child pays attention to his understanding (Palmer, et al., 2001). 3- Period of late childhood (from age twelve to fifteen years): In the course of human concepts is formed and they owner of judgment; but of the moral relations between humans is not known (Rousseau, 1762). Children at this age still do not think the theoretical and abstract, but which are substantially due to physical force, they can plow, truck stop, take a shovel and... (Fancher, 1996). Social beings before they realize what that means for them and less to social relations are necessary and beneficial. Their pattern of Robinson Cruise is a man who lived alone on the island was self-sufficient, using the physical environment. 4- Adolescence and adulthood, of the age fifteen to twenty years: This period of is the period of intellect and feeling, people are able to understand the theoretical and abstract. Only at this stage people are social creatures; and Emile can be read many books and numerous. At this time the student can give moral and religious education. This Period of will find that you feel towards fellow human beings and should be good, generosity, compassion, tender feelings and desires to learn to type (Rousseau, 1762). At this time a man reaches a climax and satisfies sexual desire in life is a spiritual crisis through reason

that man must overcome on their feelings (Kardan, 2003). "The men who have refused to fall at the young age in a sensual mood, has a very strong spirit" (Rousseau, 1762). 5- Stages of marriage: (of the twenty to twenty-five years): At this stage Emile naturally grown woman like her to the "Sophie" to find and marry her.

Painting and music has been attention as well as program by Rousseau. He says in her book (Emile): "Emile should learn paintings, but does not require mastery, exception nature, and does not require paradigm exception objects"

Education Methods:

Dent (1992) said that education method according to Rousseau's ideas should be drafted according to student interest and developmental level. Accordingly negative method is the best educational method in twelve years in terms of Rousseau's. If you can avoid the appearance of corruption, you have helped of virtue rise enough (Rousseau, 1986). So Rousseau with positive education to children aged twelve years, as opposed to the habits of this age is nothing but deception, usury, and demonstrators do not remember. Is so negative that offers education and Rousseau's negative education does not give anyone moral virtues, but avoids of the disadvantages, not actually teach but to preserve error (Chateau, 1972). So Rousseau with positive education to children aged twelve years, as opposed to the habits of this age is nothing but deception, usury, and demonstrators do not remember. This is why the negative Rousseau offers education and training says no to someone who does not give moral virtues, but avoids the disadvantages, not really teach, but keeps the error. Rousseau emphasizes that young teachers training should be practical, not rhetorical, because children easily forget what they say and hear, but what they are doing and their behavior is forget later; so advises to student to learn any lessons from the experience and his words do not just do not put any punitive. Rousseau emphasized the understanding by the student and says: "If you understand the contents before you remember, take it to digest, much later seeps from the brain of its own will. Conversely, if the contents of its memory without understanding our warehouse, it is feared that our thinking is never born and does not leak from the brain" (Rousseau, 1762). Rousseau was opposed to any punishment, and says: "to students do not have any vocal lessons, you should take a lesson of experience, do not put him any punishment. Sole custody should be the student's own work: If such a window is broken, spent in the cold" (Rousseau, 1762).

Teacher:

Education of nature does not provide us; educations of objects are providing us in some ways, but education of human are provide us fully. Education is the right and to reach perfection once that education of humans and objects is direction in the nature education. He says: "I work to perfect their training and education is needed, it should be the two educations as education that is not in any way provide us conduct ourselves". So what was said, Rousseau coordination between the three teacher training (Of nature, people and objects) and the realization of the need to follow of nature knows if the correct training. Rousseau believes that the art teacher is learning fun for student. Rousseau's teacher, friend, comrade and playmate knows, and the teacher as role model and example to introduce children and young teacher believes that it is better to be wise teacher who provided his age is not much difference with students. As a young student teacher more confidence and makes them stronger link will wow the teacher insists on being indigenous. According to Rousseau appreciation the extremes in education is essential: "indulge in excessive rigor and negligence are both equally undesirable. If you take damage to children's health and endangering their lives up and today they are unlucky. But if you try all the problems are far more miserable you will provide for their future. The thin-skinned and tolerate them, other than as decent men will again". Rousseau insists that I'm free to put him to his current prosperity, and equip him to handle his future against Pain can provide. I still say that the child can understand the happiness and great pleasure should be familiar to small sufferings (Rousseau, 1762).

Students:

Rousseau emphasized that it should be allowed to children to use of force that nature given them. He says that get away your child from the community. Order of Rousseau is artificial of human community, which can deprive man of freedom of choice and puts social authority instead it. Community that human individuality is destroyed and he does not let the current likes and according to his nature to do, therefore recommends that children do not grow according to the nature of society and for a while, stay away from corruption and social bondage. Rousseau believed that children differ from adults and respect for each period has its own requirements: "Children do not recognize the spirit of the people with their false opinion further study, most are wrong." He adds: "I made him [the baby] with the world before people know, is not in his upbringing led he astray cannot learn to throw the error is. " Mental and physical disadvantages are almost born with a cause; this is because we want them to be careful before we mature as human beings" (Rousseau, 1762). Rousseau believes that the differences in learning aptitude in learning and doing things people have different talents. So how to think, understand and make sense of their own children is nothing isn't more foolish wants them thinking we substitute our own thinking." Rousseau's freedom and self-activity and freedom for children and education, he

insists he considers essential; rather than look at the room we're unemployed, it is better to walk him every day and let the green grass to run, arms and legs fall off and land many time a day will learn to get up earlier. "Life is not breathing, but in practice, he believes that there is no one who has lived more than all the years of his life than others, but it is a feeling that life is all over." Rousseau says in regard to the motives and interests of children: truly free man wants only what it is that he comes back, and does whatever comes into his own. This is my principle. All rules of origin are the child's education (Rousseau, 1762).

A few points related to education could be derived of Rousseau's speech:

- 1- Student demands must be in accordance with its capabilities.
- 2- Teacher should be expected according to students' abilities.
- 3- Student interest in education should be placed on all activities.
- 4- Freedom means that people will act in accordance with the abilities and interests.

Conclusion:

Of research findings it can be concluded that Jean-Jacques Rousseau has been special look to education in general and its foundations partially. Rousseau had a nature-oriented view to education. Conclusions about the research findings are summarized in Table 1.

Table 1: Jean-Jacques Rousseau's view about the foundations of education.

Components	Jean-Jacques Rousseau's views
The purpose of education	The ultimate objective: human development based on nature Primary goals: moderation - humanity - the Education is based on faith in God
Education program	Program according to the nature of student and human development - government intervention in the editing program - syllabus: to twelve years of age: sensory, physical education (the negative education), games and physical education, after twelve years, novel, Other languages, painting and music, morality, social relations, economics, industries and various characters, history and opposing with legends and fiction tales
Education Methods	The negative Method of education to 12 years - based on student understanding - the method is based on the student experience - sampling and examples method - heuristic method - education with materials and natural signs - opposition to speeches method - opposition to imitate method - opposition to memorize method - opposition to mandatory education method - opposition to any punitive
Student	Create opportunities for students to use the forces of nature - inseparable student from teacher - be different childhood with adulthood - given the abilities and talents of students and their individual differences, especially in learning - given the natural needs of the child's not artificial needs - educating students with his intellect - Student's freedom - according to their motivation, desire and willingness - fitting between the demands of students with his ability
Teacher	Three professor of Education: people, objects and nature - teacher art - being teacher for a time - select a student by teacher - teacher as a friend and fellow and playmates with student - teacher as a model and example for student - being local teacher - lack of attention to the unreasonable demands of the child by the teacher - teacher as a guide - moderation by teacher - preparation preliminary for education - lack of impose facts to students - lack of receiving money in return for work --expectations of students, according to the his ability - parents as a teacher

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