

## Jean Piaget's Ideas About Foundations of Education

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**Abstract:** In this study education Jean Piaget's ideas on the foundations of education (objectives, programs, methods, teacher and student) were investigated by using a descriptive – analytic method. Main question in the study was: What is a Piaget view about the foundations of education? Of the results of this study it can be concluded that Piaget had a special view to the foundations of education, and this view is psychological and centered research. Jean Piaget has emphasized the following to foundations of education: Objective: the necessity of moral education and its importance. Programs: familiarize students with a specific profession in curriculum includes: reading, writing, numeracy, ethics and game. Method: methods are based on student understanding according to student activities in the method and encourage. Teacher and student: the attention of teachers to students' talent and ability, attention to individual differences, interest, willingness and understanding of students.

**Key words:** Jean Piaget, foundations of education, objective, programs, methods, teacher, student.

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### INTRODUCTION

Humans' existence always been involved with the education topic, since man is educable therefore of beginning of existence and constantly takes steps to excellence. If the ways of education and human development identify correctly, humans can follow the evolution track much easier. One of the professors and scientists who are very detailed and comprehensive discussion on this topic has been Jean Piaget, who has gained international reputation. In this study the foundations and principles of education will review of his view.

#### *Biography of Jean Piaget:*

Jean Piaget was born on August 9, 1896, in Neuchâtel, Switzerland, the son of a historian (Gattico, 2001). His mother was a religious and bound person, and his father was a professor and a noble, and though makes differences and tensions at home and had to the detriment for Piaget (Kardan, 2003). But the father hard work and persistence make Piaget in the same child, hardworking, and interested students, researcher. He was ten years old, who wrote an article about a white swallows and research on mollusks was developed. Such a small child and grew up all surprised and makes was he invited foreign scientists at age fifteen because of their religious ideas to not be a scientific investigation of religion and philosophy (Fancher, 1996). Piaget's father hard work and persistence of twenty to twenty-five years has done some important work. In this period of his degree in Natural Sciences, Ph.D, was enrolled in 1928 to obtain this degree was achieved; research laboratory in Paris in Binet intelligence test done - in 1920 - and completed their research on children in the Rousseau Institute (Fancher, 1996). During this time he joined the faculty of the University of Geneva revenue (Kardan, 2003). 1925 - Twenty-nine years old - a milestone in Piaget's life is like in the years that Jacqueline was born her first child that this child and two other children, Piaget's research showed that leucine and Loran great resource and a major part of Piaget their research has done with children (Fancher, 1996). Piaget accepted president Office of International Education in 1924 which was global entity. Office work to improve education and training with the idea of text matching the child's activities (Kardan, 2003). Piaget (1940) changes outline of their research subject. He dreams up this year on topics such as ethics and emphasized children's everyday issues. This year, more understanding of children, especially math and science concepts are emphasized. Piaget in the 1950s and the more philosophical aspects of research is fundamental to the philosophy of science deals (Fancher, 1996). Piaget from 1942 to 1956 New Center Foundation (epistemology UPDATE) took over, and yet he also taught at the University of France Severine (Kardan, 2003). Jean Piaget died in 1980 in Switzerland (Ahadi and Jamhari, 2007). Piaget's writings are very little about education; his most important book is about the psychology and science education, which is detailed in two papers. Another one in 1953 and other one in 1965 has been published in the French Encyclopedia of special education. Piaget's major publications can be included: 1- Language and Thought of the Child (1924) 2- the argument of the Child (1924) 3- imagine a child of the Universe (1927) 4- Judging Moral Child (1932) - The Emergence of Intelligence in Children (1937) 6- the actual building of the child (1937) 7- the symbol of the child (1945) 8- The Psychology of intelligence in children (1947) 9- genetic epistemology, in three volumes (1950) 10- wisdom and Illusions of Philosophy (1965) 11- understanding of Science (1970) (Kardan, 2003).

***Piaget's Theories:***

Piaget in his views gives authenticity to the research and its findings, and believes that the only criterion for verify things, is the research findings. He insists that if education wants to be successful, should be resorted to research especially in the field of psychology; accordingly, said: all methods of training or educational programs that apply analysis and need to laboratory to achieve results will to work with issues of psychology, general psychology, psychology of learning and intelligence (Piaget, 1974). So Piaget considers necessary the link between teachings and researches and invited students to solve and discover new problems and new issues (Kardan, 2003). The work that he never lost hopes in his life, so his research in such areas (evolution studies, survival of the object, the volume size, etc.) and today is the famous special and general (Petere, 1987). With this arrangement can be concluded that the educational theories of Piaget's central research is the affected by attitudes, and views based on or influenced by his research results or research that others have done. So he looks through research to training land.

***Development of Intellect:***

Piaget knows constitute the intellect as first task of training. He interpreted this phrase in Article 26 of the Universal Declaration of Human Rights (Everyone has the right to benefit from training) said: That everyone should be the right during his education in the school environment to be able to supplies this compromise, the logical mental operations to make themselves fully (Piaget, 1974). It can be deduced from this Piaget's speech that he considers the most important goal of education adapted to the human environment; but to achieve this goal in mind or education to foster human intelligence operations to reach the mouthpiece (nominal).

***Understanding, Friendship and International Peace:***

Piaget accepts this United Nations declaration that education should make favorable understanding and tolerance and friendship between all nations, racial and religious groups and pave expand and increase in UN peacekeeping activities. Piaget believes that international education should be based on methods and their involvement with students. Chinese principles of international education is rid to self the middle and get to a between divergence: National and international interaction (Piaget, 1974).

***Education Program:***

Piaget believes that education should be conjunction with all fields, including psychology training program. He says: All training methods and programs of learning psychology will have relationship with general psychology, developmental psychology, intelligence. He knows relationship between education and psychology in three fields (Piaget, 1974): 1- Intelligence or cognitive education: Piaget's knows most basic functions of the intelligence to understand and invent or create or receive. 2- Experience: Piaget criticized in psychology and education that children today do not allow test experience and divide experience that the schools could be used to into two types: A- physical and material experience, b- logical and mathematical experience. Experience the same effect in the material properties of objects and figure out ways to experience the freedom of is the objects. For example, light and heavy objects, but logical and mathematical experience, leading to the discovery of properties of objects in the objects of experience. 3- Educational and Social transfer: Piaget with does not deny the social psychology and educational transfer says: It is clear that the role of the mind and the writing tablet is made that the communication that is imposed from the outside environment and aims to close role. Conversely, if the research is the already been confirmed to be noted is the fact that every experience involves making (Piaget, 1974).

***Education Program in Accordance with the Stages in Terms of Piaget:***

Education process that accepts by Piaget is known plan Langevin- wallon, which are stated below.

- ❖ Compulsory education (from 6 to 18 years)
  - ❖ Preparation course for entry to higher education (from 18 to 20 years)
- Higher Education (Kardan, 2003).

***Game in the Curriculum:***

Jean Piaget agree that play is an essential part of a high-quality early learning program for young children. He believes that a game in this age is absorbing the reality of practice in operation. He says: As a result both of its Games, exercises and password building; sensory and motor; like a child playing with dolls can help set the events that come to his head and still has not managed to capture them in an encrypted form to envisage. It also provides materials to strengthen these activities, in addition to the multiple needs will change as a reality. The methods are based on normal activity for all children in education requires that children be given the proper equipment to play the way they are able to attract the intellectual facts and these facts are available on their intelligence (Kardan, 2003).

***Schools Need to the Psychologist and Physician:***

Piaget says that school psychology is essential for resolve student's intellectual and moral conflict. There is series admittance of intellectual or moral inconsistencies that teachers can not to review their, or at least they do not have time to review their and is required to psychologists specializing in this type of education and exams. This past school physician is required And sometimes also the head of the field of psychology is not a doctor of psychology this sense that the former is familiar with both disciplines, is more valuable (Kardan, 2003).

***Education Method:***

According to Piaget the entire system of education should be based on research, especially research on psychology field and modernized based on scientific achievements teaching psychologist and active participation in scientific research (Kardan, 2003). Piaget emphasizes that teaching methods should be coordinated with the content to be able to make learning. Piaget method of special education has mentioned but says educational whatever conditions for activities of the students and the principle of the active methods to understand the invention or reconstruction of the invention of the way he knows, and adds that if in the future for people who are able to produce or creation and not just repeat they have to these necessities attention. Piaget is opposite with repeat and retention methods. He agrees with a method that student truths to him in this regard says, "The aim of training repeated rational or not keep mould facts not repeat what the real truth revealed no more than half but one must personally to learn and capture reality can be achieved even if it requires losing time and all through the winding of a real activity with traditional methods like speech, preserve, intuitive, a method in which the tools and audio are used and the method of program has been opponent and he believes that these methods to activities (Piaget, 1974). Another feature of the active forms is teamwork and collaboration with students, teachers and students with one another. Piaget says work in the education by children is important to adults act. This work is intellectually from each other can be a real exchange of ideas and dialogue that can foster critical mind and objectivity and rational thinking is not easy. Thus Piaget distinguishes between retention and repeatability and discoveries and believes that what led to his intellectual education, student activities to explore and not retention repeating the same content even if the (exploration) be very difficult and losses (Kardan, 2003).

***Teacher:***

Jean Piaget had much emphasis on teacher research, and believes that teachers should research and study on several issues. He says, "In short in research and investigation by the job is that the teacher professionally in a simple and even the initiative is higher than the emotional and rank and prestige to find a job that in the meantime the art and science (Kardan, 2003).

***Two Important Features of Teachers in Terms of Piaget: Expertise and Creativity:***

Piaget's complaint of professional teachers of his time who did not desirable, He believes that teachers should have reached to two important characteristics namely nurtures scientific and expertise. The fact that professional coach in modern societies is still not desirable to place means instructor still is not achieved the right and dignity that it be intellectual hierarchy of values. Teachers in terms of others and even in his own construed as an expert to two quality technical and scientific creativity equipped but as a transmitter simple knowledge that should be available to anyone (Piaget, 1974). Piaget emphasized the relationship teacher and students' parents, It depends on more than the mutual information lead; the teacher role in guiding and fellow students. Piaget believes that teachers should not be as once knower role, but it must have a student of the activities of research and study the thought (Kardan, 2003). Piaget In his famous book to the dimensions learning situation and conditions students activity has emphasized that the teacher and as a vivid holder keep education to create the position and the means of starting the issues that could be useful for children, and also to create examples that students opposing the thinking and forced them to inspection solutions to the hasty is required to make necessary. Jean Piaget considers essential to train teachers so much, and believes that prepare teachers, Education is the foundation of change and reform (Piaget, 1974).

***Students:***

According to Piaget's theories human at every development stage has special characteristics, and should be given to these characteristics. He believes that the period of childhood, is different in term of mental, intellectual and moral with adults; therefore, during the education should be given to these matters (Kardan, 2003). Children at different stages and different minds will deliver growth and development in each era has its own characteristics. The program and course materials and teaching methods should be made according to these characteristics and abilities of students. It should be educational material to children to different if he presented to the structure in various stages mental growth and attract children can understand them at the same time with originality or creativity that life is necessary for scientific and industrial present achieve (Kardan, 2004). The first condition of learning in terms of Piaget is interest felt and willingness. The foundation of Piaget's work

knows the needs and personal interests; he concluded that such interest or the interest, which is the only central to the whole system of (breeding), should be moving around it (Piaget, 1974).

**Higher Education is Based on Student's Merit:**

According to Piaget's theory the primary and secondary education should be free and compulsory for all, also in higher education selection should be based on students merit, not family or ethnic rated. There is a right to benefit from secondary education, and this right is guaranteed to prepare professionals for all jobs, and entrance to universities and colleges should be based on students' values are determined, not according to their social conditions and racial (Kardan, 2003).

**Conclusions:**

It can be concluded of research findings that, Jean Piaget had a certain view to education in overall, and had a minor view to components of education. Jean Piaget had a psychological and research-centered view to education. Conclusions about research findings are present in Table 1.

**Table 1:** Jean Piaget's view about the components of education.

Components	Jean Piaget's view
The purpose of education	The ultimate goal is compatibility with the social environment. Primary objectives: determine the needs of society; the education and intellect; character education; understanding; peace and international friendship
Education program	Associated with psychological problems; educational programs according to educational goals; education from 6 - to 18 years; free education for adults and the primary; educational programs according to theory of cognitive development; planning training by experts and the scientific method; the process of educational programs it; being focused on the education of children with sensory and physical activity in preschool education; not bulky the primary programs; Help students; according to profile and track students' growth and their teenage crisis, scientific progress in the curriculum; new methods of information Education; the academic preparation of teachers and adaptive changes in the secondary program - the optimal way of being interdisciplinary and research-oriented university education curriculum: the curriculum in accordance with the interests, talents and needs of children, and new research developments, new teaching methods, community needs preparation of teachers, agreed with most of the courses and training modules
Education Methods	Characterized by methods of psychology; the appropriateness of content; active methods; methods disagree with lectures, memorization, and intuitive program; agreeing with the heuristic method is to train students in a way that is active.
Student	Differences in childhood with adulthood; match programs and teaching methods with a period of growth; innovation and creativity of the Students; Students activities; according to their individual differences; according to need, interest and their interest; the interaction of knowledge students with their social and material environments; the working and social relationships between students with each other and with adults (parents, teachers, etc.); higher education students based on their merit
Teacher	Teacher familiarity with the research and psychology; expertise and creativity of teachers - teacher as guide and fellow students; forcing students to meditate; the relationship between students and teacher; a position behind of learning and training arrangements; creating conditions for student activities; tasks teachers; programs and teacher training centers

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