REALISM AND ITS IMPLICATION TO EDUCATION

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Like idealism, realism is one of the oldest philosophies in Western culture and dates back at least to ancient Greece. Because of its respectable age, realism has had a variety of proponents and interpretations as diverse as classical and religious realism to scientific, natural and rational realism. Because of this confusing array of variations, it seems most reasonable to approach this philosophy from common threads interwoven throughout its long history.

Perhaps the most central thread of realism is what can be called the principle of thesis of independence. This thesis holds the reality, knowledge and value exist independently of the human mind. In other words, realism rejects the idealist notion that only ideas are real. The realist asserts, as a fact, that the actual sticks, stones and trees of the universe exist whether or not there is a human mind to perceive them. Matter is real to realist; however, this does not mean that all realists are rampant materialists who see matter in one form only. There can be many kinds of what we call matter, and some realists believe in both matter and form. What is important is that realists point to matter as an example of an independent reality.

Realism is a complex philosophy because of its many varieties, to wit: classical realism, religious realism, scientific realism and others. This confusion dates back to Aristotle because although his prominence in philosophy was primarily derived from his differences with Platonic philosophy, probably more similarities than differences exist overall between Plato and Aristotle. The primary confusion over realism today is between religious kind of realism and a secular or scientific one. Religious realism shows how similar Aristotle’s philosophy is to that of Plato and Aquinas; secular realism would relate Aristotle’s work more to the development of scientific philosophy through the works of Bacon, Locke and Russell.

In realism, human acquire knowledge by inculcating knowledge to the minds because in realism, it believes that the human beings have no inborn, or innate, ideas in their minds at birth. When it first exists it is a blank slate, a "tabula rasa," an empty surface on which experience will then subsequently write all that we ever know. All contents of consciousness, that is, everything that ever gets into the mind, comes into it from one source only, and that source is experience. Experience is the one source of input into the human mind. Ideas (or sensations) in minds are caused by qualities in things. A quality is a power in a thing to cause an idea in a mind. So a quality is not a thing, really, but is a power in a thing to cause an idea in a mind. Sensation is simply the raw

data that your senses bring into your brain, and perception includes the judgments and interpretations that you add to the sensations so that it ends up having some meaning for you. Raw sensation, plus how we construe those sensations, yields what our minds then perceive. In imparting knowledge, values is integrated. In order for a child to learn in an orderly mannered, he is informed properly. In realism, society has impact in teaching the child. What surrounds him can affect his mind and views in life.

Locke believes that there are only four kinds of realities that exist in the world. He believes that we know about the existence of minds both our own and those of other people -- by a process he terms "intuiting". He believes we know about the existence of ideas by reflection. Locke believes that we know about the existence of things through sensation. Locke believes that there is a God, and that we know about God's existence by logical proofs for his existence.

Aims of Education. In realism, it prepares the child for a happy and successful life. It acquaints the child with nature and social environment. It develops the physical and mental powers of the child. It develops and trains the senses of the child. It prepares the child for real life. It provides the understanding of the material world through inquiry. It is a study of science and the scientific method. It transmits culture and develop human nature and there is a need to know the world in order to ensure survival and good life.

Realism and Curriculum. It was developed according to utility and needs. It contains subjects concerning day to day activities. The main subjects are natural science, physical science, health culture, physical exercise, math, geography, history and astronomy.

Realism and the Teacher. In realism, a teacher should be supreme. He brings the child in touch with external realities of life. Imparts scientific knowledge in an easy and effective way. A teacher should be educated and well versed with the customs of belief and rights of people and the trends. He needs to find out the interest of the child and to teach accordingly. He should teach subjects in proper order. He must be able to expose and guide the learners towards the hard realities of life.

Methods of Teaching. Observation is very important aspect in the teaching-learning process. The emphasis on critical reasoning is through observation. Responsibilities and accountabilities were given emphasis and it promotes performance-based teaching. Scientific research and development is one of the priorities in realism. Education should proceed from simple to complex and from concrete to abstract. Specifically activities that enhance learning thru direct or indirect experiences such as field trips, lectures, films, TV, audio-visual aids and library were encouraged. Vernacular is of great importance and it should be the medium of instruction. Since it is performance-based, hence, children should be given positive rewards

Realism in Classroom. It focuses on the basics of reading, writing and arithmetic. Classroom environment is highly structured and organized. It utilizes the standardized testing. Education should be fun

and interesting for the student and education should prepare students for life in the real world.

Realism represents the reality of the world. It has truth that is aligned to the knowledge acquired. Truth can be acquired by the use of sensation. In our lives, it is our nature to be good and be bad. In realism, it teaches reality doctrine, the subjects of physical world such as Math, Science and Social Studies. Realism exist in schools to reveal the order of the world and universe. Teachers imparts knowledge form basic to complex. Child is well-mannered and well-informed.

In realism, the human mind represents the external world but does not duplicate it. I exist, you exist but some do not know that I exist or he exist. She is special to me but he is not special. We have different views in life according to our experience. In teaching, we aimed for our children to have a good life and accept the realities in life.

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