

Critical appraisal of the role of teacher as envisaged in the Marxist philosophy of education

Sonam Kumari

Research Scholar, Department of Education, Patna University, Patna, Bihar, India

Abstract

Teacher occupy significance place in any educational system. As per this requirement, Marxist Paradigm of education envisages particular role of teacher. This paper tends to explore the critical appraisal of the role of teacher in Marxist Paradigm of education. Marxist assigned serious and pertinent responsibility to teacher. To them teacher should imbued with significant critical prospective along with great sense of practicability. Teacher should be able to promote the prescription free activity based learning. The very notion of Marxist teacher exposes number of inherent contradiction within their perceived notion. They visualizes an objective teacher however, their expedient policy does not allow the same.

Keywords: marxist teacher, independent study concrete, pedagogy

1. Introduction

Education is social phenomena that is why every society tries to socialized educate their children's as per their social believe. Every educational theory tends to education as per their ideological stand. For example idealistic school of education in by said simply with a view to promote the idealistic notion among pupil. Marxist are not exception to this pattern. They order to understand the role of the teacher in communist education/Marxist mode of education, the mode to understand the basic aims/purpose of education within a paradigm of Marxism. Before going to Marxist Paradigm of education further it is important to spell out the basic assumpti9on of Marxist theory there are as follows:-

- a) Historical materialism
- b) Dialectical materialism
- c) Class character of society
- d) Surplus value
- e) Class-struggle
- f) Need to bring the proletariat revolution.
- g) Establishment of class less society

As a new world-order.

We assume that we all are familiar with these assumptions. Therefore, there is not need to go very detail of these assumptions. On coming back to Marxist Paradigm of education, it would be essential to substantiate that for the Marxist basic aims of education. To inculcate the Marxist ideals, believe, values and culture among the mass with idea to create a new human being. "Thus for Marxist education means to influencing the physical and moral attributes of the pupil in a definite direction throughout the whole of his study i.e. moulding him as a human being"^[1].

In the light of this role of education, we can analyses the role of Marxist teacher in critical manner. Marxist give great importance to their teacher in their educational scheme. It is considered that teacher is most crucial vehicle to transform the noncommunist society into communist one as it provide the education to coming generation in most direct manner.

The foremost qualification for the ideal teacher in the Marxist Paradigm of education is that teacher should be highly accumulated with the principle of Marxist-Leninism. It is not expected that every teacher can be the expert of Marxist Philosophy. However, this is the expectation is that every teacher should have basic familiarity of Marxist philosophy. For Marxist the teacher should remain upfront to do whatever he/she expect to deliver to children. It is unusual contradiction in the Marxist paradigm the role of teacher is on the one hand they want to see the teacher as a vehicle for promotion of Marxist ideals on the other hand they want to prepare a teacher in such a manner as they could initiate open ended, non-dogmatic discovery based learning / process of learning.

2. Objective of study

- To understand the Marxist notion about the role of teacher.
- To critical, examine the role of teacher in Marxist perspective.
- To relate role of Marxist teacher in present scenario.

3. Method of study

This paper has been prepared by the methodology of desk review or reading and analysis of different text. Speech, blogs etc. Under this method, number of primary and secondary sources have been looked and analyzed.

3.1 Ideal perception of Marxist about teacher

i) "Emphasizing on understanding not memorization

Teacher should believe in scientific temper. They should encourage the children to imbibe scientific attitude about every phenomenon.

"A Marxist teacher should be believe not a symbol of faith not a collection of dogmas, but a guide of action. It is not however only a matter of memorizing the main thing does understand^[2]."

Theoretically, it sound great that teaching should be based on scientific method. However, Marxist does not encourage

critical attitude about Marxist ideas and practices. Teachers are seldom allowed to look at the alternative perspective about polity and economy of non-Marxist theory.

ii) To Guide for the action of life

It implies that teacher should acquaint children with reality forever it may be hard. Furthermore, the essence of these ideas is that teacher should be flexible enough to inculcate the practical approach among children about the life.

"Are we to understand it as meaning to master the essence of Marxism-Leninism and to be to apply this theory as guide to action in life, in our social, political and private life^[3].

Idea of practicality in Marxist pedagogy is very limited and simplistic. Simply want to create the follower of Marxism in such a manner that they could not expose to other alternative. Practical aptitude there notion is only that people should engage in small enterprises which does not provide them to opportunity to explore their potential at optimum level.

iii) To be promote dynamic learning

"We study Marxism-Leninism as a method as an instrument with the aid of which we correctly determine our political, social and private conduct. In our view, it is the most powerful weapon possessed by man in his practical life^[4].

It further implies that teacher should encourage using open-ended learning pedagogy, which should not very restrictive and narrow. Children should be exposed to various methods and perspective about a particular phenomenon.

Again it is contradictory to the basic approach towards the life is as the actual practice. They do promote very seriously closed learning.

iv) Teacher should give importance to application of learning

It goes without saying that have taken place to all the new conditions that have arisen. That is why it is most important in studying Marxism-Leninism to test oneself by one's approach to the solution of the problem's that rise today, now in various sphere of life^[5].

It appears to be very utilitarian way of promoting education which restrict children exposure to a limited extent of the given phenomenon as they could not even touch many of ideas which are prevalent in society.

v) Emphasizing on problem solving and practical approach

"For Marxism-Leninism is a key which makes it possible to solve problem of various kinds. It only makes their solution possible to approach the solution of problem more correctly^[6]. Problem solving method are used to basically promote the broader and profound learning. However, when education is committed to propagate the reductionist conclusion, in such situation to expect the proper usage of problem-solving method is injustice-towards the matter itself.

vi) To avoid readymade prescription

"I want to make the point clear that to master Marxism-Leninism it not at all enough to memorize the formulas and conclusion of this theory nor is it enough to assimilate its essential points^[7].

It means that theory should be employed to resolve the practical problems of the real worlds. To obtain a real mastery of Marxism-Leninism you must in addition learn to employ this theory in solving practical problems and to go further, you must be able to enrich it with accumulated experience to generalize experience. *i.e.* to develop and advance this theory further.

This is most serious criticism of Marxist notion about teacher. There is the huge gap between theory and practice what they propagate in theory they do not practice that. Entire history of the education in the communist country suggest very clearly that their focus is on to give a readymade prescription about Marxist principle and practices.

vii) Teacher should emphasize discussion and sharing

"One does not get the main schooling by attending a seminar or listening to a lecture these are only accessories^[8]."

When you read something, you may look at one side perhaps three sides of problem, but not the fourth side. Finally, you may take all the four sides, only to find that you are dealing not with a square but with a cube, which has six sides. So when you discuss things with others your mind becomes keener and richer^[9].

The history of communist regime reveals that they severely suppressed the other point view and ideas to be arisen. Discussion was allowed in a unidirectional manner that too was very limited.

viii) To approach problem in concretely manner

Just as the work of technological engineer in a plant in to give practical application to his technological knowledge and to accumulate experience and a teacher's immediate work in school is to give practical application to his pedagogical knowledge^[10].

So Marxism-Leninism is the living organic unity of theory and practice^[11].

The whole noise about the concreteness or practical approach is an isolated part of learning because without abstract thinking and abstract imagination one cannot develop a theoretical perspective in an independent matter.

ix) Emphasizing on independent study

It is advocated that Marxist should use multiple means for study and all the perspective of given phenomenon should be used study should it be confined to particular ideology and particular area in a dogmatic manner to attain this one should use multiple instrument such as reading, discussion listening lecture watching T.V, excursion Trips and host of other method.

Independent study cannot be possible in the closed society because political regime tends to impose their own ideal and make the education simply in an instrument by which they could consolidated and controlled their grip over people.

x) Emphasizing on human qualities

Role of teacher is influencing the physical and moral attributes of the pupil influencing him in a definite direction throughout the whole ten years of his study be moulding him as a human being.

Human qualities like firstly love, love, for one's own people,

love for working masses, man should love his fellow men^[11]. If a teacher is able to do this work, nobody lives so miserable life.

In principle, no one can disagree about human qualities and its need in the education. However, the kind of inhuman treatment was made to non-conformist in communist countries. It is well known to everybody even in the educational institution the kind of inhuman practices were seen in Russia and china, which were revelation for the world. Incidence of "Tiananmen square" are ample testimony of the fact.

xi) The Teacher main task is to bring up the new man. The citizen of socialist society

A Marxist teacher must be carried following characteristics.

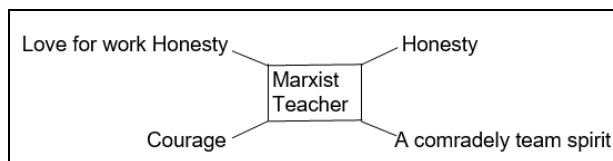


Fig 1

A. Honesty-Teacher should teach children to be honest. The teacher teach must in my opinion work consistently to achieve this using all possible pedagogical methods. Teach them not to lie, not to be deceitful, but to be honest^[12].

B. Courage-The socialist man, the man, the man of labor, wants to win the world and not only the world existing on earth, has he wanted to employ his mind to extend the universe^[13].

He should be courageous enough to undertaken any rather challenges irrespective of the fact that where from it coming.

C. A Comradely Team Spirit-Teacher should promote among their student comradely team spirit. It is needed if only because we are surrounded by capitalist countries.

It mend that teacher should promote sense of collectivization and teacher need to develop the collective responsibilities.

D. Love for work-One must not only love work, but also be honest in one's attitude to it with the thought firmly engraved in one's mind that a person who lives and eat without working lives the work of other^[14].

We often say labour is a matter of honour. It will not work proper if children should see concretely that labour is matter of honour. If student sense of false note, however slight, he will no longer believe you^[15].

4. Conclusion

In the light of above discussion it can be infred that Marxist ideal about teacher are highly laudable in theory no one can deny from these ideals. The fundamental sense of their expectation form the teacher is that they amalgamate the theoretical and practical aspect of the life to construct an entity which is called teacher for them teacher should not be a mere idealist ruther teacher should be extremely practice. However, there are serious contradiction in their theoretical

proposition and practical approach.

A teacher's work in beset with many difficulties and his responsibility is great one. A teacher main work is to teach his particular subjects but apart from everything, his pupils copy him. That is why the teacher's world outlook, his conduct his life, his approach to each phenomenon affect all his pupils in one way or another. This after takes place imperceptibly It can be safely said that if a enjoys great authority, some people will hear traces of his influence throughout their lives. That is why it is important for teacher to look to himself to be aware that his action are subject to a stricter control than those of any other person on the earth. Dozens of children's eye are fastened on him and there is no eye more observant keen receptive as regards the various nuances of mental processes going on in human being.

No eyes catches all the minutest detail so readily as the eye of child. That must should be remembered. The teacher must be natural and honest in solving all problems. Particularly various matters of concern to student.

5. References

1. Speech at conference of best urban and rural school teacher concerned by the Editorial Board of Newspaper, Uchitelskaya Gazeta, December 28,1938. P.-75.
2. Bid 60.
3. Bid 66.
4. Bid 67.
5. Kalinin. O.I.M, on communist education foreign languages publishing house Mascow, 1949, P. 76-77.
6. Bid, P. - 83.
7. Bid, P. - 87.
8. The Task Facing the Soviet intelligentsia state publishing house for political literature 1939. P-P – 31-32.
9. Bid, P- 34-35.
10. Bid, P-43.
11. Bid, P-44.
12. Bid, P-45.
13. Speech at conference of best urban and rural teacher concerned by Editorial Board of Newspaper, Uchitelskaya Gazeta, December, 1938. P-75.
14. Bid -76.
15. Bid -74.