



Education foundation and its importance

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INTRODUCTION

In Counts (1934) the original view, it meant something like “social conditions,” real situations that cause or support any set of educational institutions and processes. But as the term changed dramatically in the context of curriculum knowledge and subject matter, the relationship between metaphor and correction changed. Although its meaning and reasons are rare, the “foundation” has a limited meaning.

One definition could be “foundation” in the sense of a set of suggestions that are necessary conditions for the practice of education: a firm foot on which a great structure is built.

One might say, for example, the idea of educational purposes yet in a vague and imaginative way is the basis of any set of teaching activities why do you do what you do? Why all? From a fundamental point of view, vague ideas about educational goals are not good enough it should be a product of thinking, planning, and reflection. These are the basic lessons the development and forgiveness of those values, and in this sense they lay the foundation for everything else one learns how to do it.

If not, one might argue, doctors simply do something by taking a set of goals that others have decided for themselves, or participating in a way of doing nothing in practices (such as testing) that clearly have specific goals, but without involving them in discussions and questions. The 1990 Symposium on Teachers’ College Records on “Basic Education in Teacher Education” contained a number of papers questioning the use of “foundations”. The second meaning of the word “foundation” can be “very important.” An important part of basic education, one might say, is to encourage commitment and a sense of purpose.

Most important, they encourage doctors to take an active interest in what they are doing and to view it as “a calling.” Philosophical principles (such as professional ethics), a sense of historical significance, a commitment to social

or political justice, and so on, all can support this diversity. The most important thing, according to this view, is to believe in the value of what you do, and why you do it, not just how it is done. Many traditional programs in educational philosophy, for example, emphasized the need for each student to complete the course on his or her own “educational philosophy,” and incorporated a series of “concepts” (truth, theory, pragmatism, etc.) from which to choose. This excuse, on the other hand, is based on some assumptions about teacher independence and class choice.

Those ideas seem different today, thanks to the general “fundamental” influence of post-modern ideology that has shaped the views of many academics. I will return to this matter. The third basic definition would be “very common.” In this sense the foundation courses provide shared content across all types of topics, educational levels and professional roles. They are necessary for everyone because they are the only information that pertains to all levels and backgrounds of education.

The general principles and the problem of performance theory are important for everyone working in the field accurately because all content in the system has very little technical or specific context.

However, in anticipation of the latest point, it is only this level of education that makes this curriculum a questionable value to some students who are forced to take it. In all these cases, the definition of “foundation” and institutional policy for the required subjects work together. But the reasons why “basic” education is needed varies from situation to situation..

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CONFLICTS OF INTEREST

None.