

# O EFEITO DA MENTALIDADE FILOSÓFICA NA MELHORIA DO DESEMPENHO EDUCACIONAL DOS PROFESSORES

## THE EFFECT OF PHILOSOPHICAL MENTALITY ON IMPROVING EDUCATIONAL PERFORMANCE OF TEACHERS

Hossein Moradi 1

Secretary of the Secondary School for Education in Delwar District. 1  
E-mail: m.hossin53@yahoo.com

**Resumo:** Os professores são o elemento chave de um sistema educacional. A importância da posição e do papel do professor na educação é, em certa medida, acreditada que "o professor, sua eficiência e adequação são a marca da adequação e eficiência de qualquer sistema educacional". A necessidade mais importante de qualquer comunidade educacional é aquela que possa razoavelmente pensar através do poder de sua vontade e razão, em vez de depender e usar as realizações econômicas e culturais de outros, para gerar conhecimento e tecnologia autogerados na era do conhecimento. Para educar essas pessoas, precisamos de professores que, em primeiro lugar, possam estar cientes dessas necessidades e também tenham uma mente filosófica, criativa e propositada. Com o esclarecimento da filosofia da educação e da visão filosófica dos professores, entre professores, funcionários da educação, projetistas de currículo, alunos e suas famílias, é criada uma compreensão e a educação se tornará um sistema dinâmico e ativo que atenda às necessidades básicas dos indivíduos e sociedade. Vai ser colocado. Espera-se que esta pesquisa seja um pequeno passo à frente na consecução desses objetivos.

**Palavras-chave:** Mentalidade filosófica. Atuação. Filosofia da Educação. Professores.

**Abstract:** Teachers are the key element of a system of education. The importance of the position and role of the teacher in education is to some extent believed that "the teacher, his efficiency and adequacy are the hallmark of the adequacy and efficiency of any education system." The most important need of any education community is one who can reasonably think through the power of their will and reason, instead of dependence and using the economic and cultural achievements of others, to be self-generating knowledge and technology in the knowledge age. To educate such people, we need teachers who can first and foremost be aware of these needs and also have a philosophical, creative and purposeful mind. With the clarification of the philosophy of education and the philosophical view of teachers, between teachers, education officials, curriculum designers, students and their families, an understanding is created and education will become a dynamic and active system that addresses the basic needs of individuals and society. Will be placed. It is hoped that this research is a small step forward in achieving these goals.

**Keywords:** Philosophical Mentality. Performance. Philosophy of Education. Teachers.

## Introduction

Mentality is defined as the ability of the mind, the way of thinking, the product of the mindset or the image of the mind. More fully, philosophical mentality is a force that has a focus on thinking, sensitivity to perception and the bond between them, to understand the truth. The ability and readiness of the individual to value and judge correctly and to become accustomed to creative thinking, philosophical mentality, are called. Philosophical mentality is a tool for helping people to think right and have correct judgments. The most important goal of the educational systems in the present age is to teach students how to think. In this regard, teachers must have a sound, rational, and creative thinking in the first place. If teachers are supposed to learn how to think about students, it is clear that they themselves must have the ability to think ahead. Teachers have the closest possible connection with the most important element of the educational system, namely, students, and obviously the intellectual ability of teachers in all educational activities and Breeding and fulfilling the desired goals has a great role.

Teachers as key elements in this field should be flexible with teaching and classroom practices, in accordance with the conditions and requirements of time and place, using methods that enhance the spirit of research and inquiry in students. Once the teachers can take responsibility for themselves, they have philosophical thinking to help them think in the right way. Understanding the teacher's educational philosophy and understanding the relationship that their teaching methods can bring about creating theories about educational and social issues. (Educational secretaries must make decisions and act.) When we make wisely decisions and act, we will need philosophy. We need our lives to ask questions about various issues, such as the usefulness and dissonance of science, how to use scientific advances and Identify the criteria and goals (Shaaninejad, 2000, 82).

Research has shown that teachers' attitudes and attitudes create a learning environment that also influences the school's effectiveness, and motivates the school's institutional motivation, and acts and leads the teacher's learning and teaching practices because analyzing and examining the nature of the essential characteristics of a good teacher In the teacher's behaviors in the classroom, many internal factors, including his beliefs about his teaching mission, have a fundamental role in his education and competencies (Cortegan 2004). Therefore, understanding the teachers' assumptions and beliefs in these cases and correcting them in the teacher's curriculum, including in the principles of education and philosophy of education, is one of the most important factors affecting the quality of teacher's educational and training performance.

### 2- Problem statement

Teachers are the key element of a system of education. The importance of the position and role of teacher in education is so much so that some believe that "the teacher, his efficiency and adequacy are the hallmark of the adequacy and efficiency of any education system" (Mehr Mohammadi, quoted From Rauf, 1379). The teacher's assumptions about the students will affect his behavior towards the students and provide background for the program he plans for his students. The assumptions about the nature of man are effective in the type of program, teaching method and school space (Beheshti, 2007, 17).

One of the fundamental issues in the philosophy of education is that human education must have the purpose and purpose. On the other hand, research has shown that in education, the adoption of educational methods for teachers and educational managers is influenced by their philosophical view of humans. Some consider human beings as free wills, thus putting this attitude and belief in education and thinking about the free dialogue of students. Other people believe in human algebra and his lack of authority and his inability to make choices, so they consider the students as passive in education, and give them the essential role of education. Healthy education requires teachers and managers who have philosophical thinking. A philosophical thinker, a curious teacher, has a critical, analytical, and creative thinking, worldview, attitude, purposefulness and creativity.

The most important need of any educational community is to be those who, by relying on their will and reason, to think logically, instead of dependence and use of the economic and cultural achievements of others, are themselves generators of knowledge and technology in the knowledge age. To educate such people, we need teachers who can first and foremost be aware of these needs and also have a philosophical mindset having

such features and capabilities as that.

## Method

The main approach of this research method is qualitative approach and descriptive-analytical method has been used. For this reason, the features of the philosophical mentality are first described. Then, they have been analyzed in terms of impact on the performance of teachers after deduction from relevant sources. In the end, the results of the research are briefly presented.

## Background

Some of the research on the subject of this paper are:

Clarke (1989), in an article titled *Why Teachers Need Philosophy*, aims to examine the implications of philosophy in the practice of teachers. He has tried to examine the possibility and effect of philosophy in the practice of teachers. He has tried to explain the possibility and the effect of philosophy on action. Through conceptual analysis, he explores the relationship between each particular conception of the topic of the subject and the implication of teachers in his method of teaching, and concluded in the end, in general, that such a relationship can be between a teacher's conception of issues such as the nature of man, Knowledge, intelligence and creativity (Bagheri, 1376). The shortcomings of this research are a lot of theoretical aspects and the difficult and philosophical language that is less used by teachers, and it also deals only with a general overview of an impression and its impact on the teacher's practice.

Kharaghanian (1993) has conducted a research study on the relationship between the mentality of managers and their teachers' mentality in secondary schools in Tehran's 5th district. The results of this study have revealed that 99% confidence in the mood of teachers working with high-minded managers were higher than the mentality of teachers who worked with managers with a low philosophical mentality. Hashemi and Rajayapour studied the relationship between the philosophical mentality and the creativity of high school principals in Isfahan in the academic year 2003-2003. The result of this research has shown that there is a positive relationship between the philosophical mentality (in all its dimensions) and creativity of managers. The results of these field and quantitative studies clearly show the importance and influence of philosophical thinking and mentality on the performance of other educational factors in general, and their role and influence on the performance of teachers have been specially and specifically addressed, which is hoped that leading research A small step in the direction of eliminating this shortcoming.

## Theoretical foundations

### Philosophical Concepts

Philosophical mentality is a valuable topic that has the capacity and ability to create and develop mental skills in student teachers. Developing these skills will improve the quality of their educational and training activities. The philosophic mentality was first introduced by Philip J. Smith. In addition to studying the characteristics of people who have philosophical thinking and thinking, they have found three dimensions or attributes in their thinking (Smith, 1370). These three dimensions, while being distinct, are closely interrelated. These three features are: Comprehensiveness, Thinking, and Flexibility.

A) Comprehensive dimension: View specific affairs, given their relevance to a broader context-Linking current and immediate issues to distant goals-Applying generalization-Attention to theoretical aspects.

B) Subsequent reflection: questioning and exploring what is implicitly assumed by others - discovering fundamental affairs and expressing them in any position-judgment and judgment based on hypothetical-deductive methods-attention and sensitivity to references and meanings Implying each situation and connecting things with each other

(C) Flexibility: freeing yourself from psychological stress - paying attention to the issues discussed in various aspects - valuing thoughts and theories without regard to their source - patience in temporary and conditional judgments and interested in acting in an uncertain position. In the case of teacher training, the teachers' way of thinking is taken into consideration and emphasized on the development of their philosophical mentality. Each of the features of the philosophical subjectivity dimension involves intellectual skill that helps teachers to more effectively carry out

educational and training activities. The features of the teacher's work are the variety and frequency of time-limited function of prediction weakness and the need for rationality (Bagheri and Irwani, 1380). These features reveal the need for the development of philosophical thinking in teachers.

### **Cortegan's View of the Good Features of a Good Teacher**

A valuable and coherent effort to explain the essential characteristics of a good teacher is a viewpoint that Cortegan has presented to the teachers of Teacher Education. By studying the preparation of teachers in the twentieth century, he analyzes and critically analyzes the main approaches to teacher training. The presentation of a layer of onions such as levels of change to explain the nature of the essential characteristics of a good teacher. Cortegan (2004) divides teachers' internal change levels into levels of behavior, level of qualifications, level of beliefs, level of identity, and level of mission. Which respectively affect these levels. The level of behavior is the outermost levels. The level of mission is the inner layer, some researchers call it the level of spirituality, which deals with the motives of the teacher of what he is doing. In an ideal state, there is a perfect unity between these levels. The authors further analyze the relationship between the nature of the essential characteristics of a good teacher and the principles of philosophy and education, and in this regard, the levels are better explained.

1. The level of environmental conditions: includes school and classroom, etc. The philosophy of education does not play a special role in this regard.

2. Level of teacher behavior: This level is not directly influenced by the philosophy of education.

3. Level of qualifications: which includes cognitive, emotional and skillful qualifications. In this section, the philosophy of education plays an important role. In the cognitive dimension, it discusses the foundations, principles, methods and goals of education. The philosophical mentality of the teachers, which shows the correct way of thinking, is in this section. Discovering fundamental affairs and expressing them in every situation, evaluating thoughts is an example of these. In terms of emotional competence, having a personality unity, raising the sense of empathy and happiness is mentioned. In qualification, writing skills, communication, and the role of philosophy of education are mentioned.

4. Level of Belief: This section deals with the teacher's attitude toward the nature of man, the nature of knowledge, values, and the philosophy of education plays an important role.

5. Identity level: Characteristics of personality, values, social roles, interests ... An example of the identity of teachers is that on this level, philosophy plays an important role.

6. Level of mission: This level includes the teacher's attitude towards the universe, what is the purpose and purpose of education, the creation of self-awareness, and the philosophy of education plays an important role.

### **Findings**

#### **The intellectual skills derived from the philosophical mentality and their role in the work of the teacher**

A) Comprehensive dimension: View specific affairs with respect to their relationship to a broad field. A teacher who has developed this feature in his mind is looking at a broader view of education and can see seemingly scattered affairs in a wider and more relevant context and gain a more comprehensive understanding of them. In this case, when it encounters a particular problem, it can understand its relationship with other related issues and find more appropriate and varied solutions to solve it.

- Linking current and immediate issues to distant goals: By learning this mental skill and applying it in different situations, the teacher is able to consider day-to-day education issues in relation to the ultimate goal of education, and daily educational activities And educate themselves in the ultimate goal of education and provide them with a realistic basis.

- The use of generalization: it means that one can find a general rule about the causes of an event by studying a few cases of an event. This type of generalization is called generic redundancy.

- Attention to theoretical aspects: The purpose of this subjective skill is to not confine your

teacher to tangible things and habitual behaviors, but to use the creative and innovative power of his mind to put certain things in a general context. Can understand their implications and gain a deeper understanding of them.

B) Subsequent reflection on philosophical subjectivity: if the teacher considers it as a mental skill and uses it in the way of thinking and nurtures it, and the queen and her habitual habits, these features will play an important role in improving her performance. Had

- Asking and questioning what others are assumed to be: if a philosophical developmental mind has questioned the obvious and obvious affairs, and verifies its correctness and falsity with a benchmark and understands its truth.

- Discovering the fundamental affairs and expressing them in every situation: Such a teacher in every situation tries to deduce the essential aspects and important ideas that are effective in solving the problems of that position.

- Judgment and judgment based on the hypothetical-syndical method The purpose of this feature and subjective skill is that one, with his philosophical mentality, does not look at the basis of the general rule of occurring a position in a method of induction, but its empirical and visible observation Putting the position on the basis of a general judgment on similar situations, he proposes a general hypothesis and uses it to solve a new problem and situation and reorientates it in his hypothesis. By reviewing his experiences, he will rethink his general hypothesis and make a more appropriate solution.

- Attention and Sensitivity to the implications and implications of each situation and to the relationship with each other: These mental skills help the teacher to take explicit and implicit consequences of each of their actions and to act in a more informed manner.

C) Dimensional dimension of philosophical subjectivity: This dimension has the following components, each of which involves mental skill, and the teacher can take advantage of them while performing their duties.

- Liberating yourself from psychological strain: The purpose of psychological strain is that when faced with a situation, one can not rethink his past experiences and do the right behavior with that position, and usually returns to the habitual response of a person that fits that position (Shariatmadari 2004).

- Attention to the issues discussed in various aspects: Those with philosophical thinking can look at issues from a variety of perspectives, suggesting different hypotheses to solve problems.

- Valuing the thoughts and theories of others without regard to their source: The teacher, like any human person, must be able to develop this mental skill and develop unconscious tendencies and prejudice as the basis for judging the theories and thoughts of his students and others. Do not give

- Tolerance in provisional and conditional judgments and those who are interested in acting in a vague and uncertain position: In this case, those who have a philosophical mindset, instead of seeking absolute meanings, accept temporary judgments and act on them and also know that their judgment may be So that they will re-examine and appropriately approve or reject evidence.

- Analysis of concepts and terminology: Wittgenschin believes that philosophy is not theory, but activity. The result of philosophy is not a number of philosophical theorems, but the clarification and explanation of this proposition (Neller, 1380). A teacher who learns these activities, in the face of concepts and phrases, first tries to analyze and enlighten them and thus can clarify their true meanings for themselves and for students.

- Solving General Issues: The study of philosophy increases the capacity and ability to solve problems in a teacher. Philosophy helps the teacher to organize ideas and topics; it is essential and essential to extract a wealth of information. Finding minor differences between the views and the common ground between the opposing views, integrates different perspectives and perspectives. (American Society of Philosophy, a brief guide for undergraduate students 1980)

- Growing and increasing persuasive capacity: This method teaches the teacher to rationalize his views and to reasonably defend them against critiques, to perceive conflicting situations and to reveal them with their strength and strength. Such a possibility is provided to the teacher through philosophical discussions inside and outside the classroom.

### **2-6-. The Role of Philosophy of Education in Teacher's Emotional Competencies:**

Obtaining Unity of Personality: A teacher who has a unity of personality and his actions are not influenced by the conditions of the environment and transient situations, there is no contradiction in his thoughts and acts as he says.

Promoting empathy and happiness: This awareness adds to the scope of the teacher's emotions and thoughts, and he can see the world from the eyes of others, understand the emotions of others, and empathize with them.

Strengthening and cultivating the curiosity: They tend to add to the causes and the nature of their knowledge. The teacher may also be inspired by the study of philosophical issues and will take the philosophers' approach, especially in matters related to the process of education.

### **3-6- The Effect of the Philosophical Subjectivity of Teacher's Social Philosophy on Classroom Performance**

What is in the philosophy of social life in the mind of any teacher is the main influence on the formation of his behaviors in the role of his teacher. Although part of this philosophy is the result of his teacher's teachings, this philosophy certainly comes from his past experiences in life, in general, and his previous experiences with his teacher in educational settings. His beliefs, values and general attitudes in life affect everyone in his classroom practice. The intellectual philosophy of each individual is the perception, interpretation, description and evaluation of the world and the environment, of life, why and how it is, and on the basis of this thinking, why and how to play the role of teacher's authority for each accountable and committed teacher. Erstein (quoted by Cheshdeana, 1394) states in the language of the social scholars: "The individual's philosophy of thought is in fact his social vision. He believes that the final decision of curriculum planners as program designers, and teachers as executing agents of those programs, regardless of Various sources used for their work, apart from the imperatives of the authority of their upstream managers, come from their philosophical subjectivities, and what their past experiences in society are, and what perceptions and interpretations are in their minds. Also, what kind of group, how and why The roses of thought belong, what values they value, and what beliefs, attitudes and behaviors are equipped. The point here is how to reconcile between individual, individual, and group philosophies and the philosophical thinking of formal educational programs, and teach the process of learning responsibly in In order to achieve the desired goals in the curriculum, the students were guided by the desirability and benefit of the successful future of the learners.

Dewey (quoted from Cheshdeana, 1394) has said: "(1) The philosophy of education is the framework of why and how to teach - learning, not only must be at the beginning of school and classroom, but must be considered at all stages of the educational process activities. In his view, "education is a laboratory in which the minutes of the philosophical framework of the community are tested and experimented" (ibid.). To Ralph Tyler, the great curriculum planner (quoted from the same), the minutes of the philosophical framework are the same as those that portray the nature of a good life individually and socially, and the values and norms that their realization is recommended. Indeed, what distinguishes philosophical subjectivities is the difference in general points of view on facts (ontology, anthropology, epistemology, psychology, sociology, etc.), values and norms, and the ways and means of reaching the headquarters. Curriculum planners and teachers and administrators who are responsible for managing their respective factions should be able to get the best possible understanding of the role of personal, social and social philosophy, due to the specific characteristics of the philosophy of education in their educational system. Play a part in their responsibilities.

### **What does a teacher mean by being good?**

The surface-level pattern provides a useful framework for reflection on this subject. Often there are differences between these levels that lead to issues for teachers or others or both. Such issues may be teacher inappropriate behaviors for teachers in the form of internal stresses and for others. On the other hand, through interaction and coordination between different levels, the teacher will experience less internal and external tensions. Ideally between levels of complete unity. That means that the behaviors, qualifications, beliefs, identity, and mission of the teacher together

constitute a coherent whole that is in harmony with the environment and guides it. If this situation is always considered, it can cover the whole life.

### **Essential Features of a Good Teacher**

Teachers require special competencies to work effectively for other professionals. He deals with the education of students, but “education is the biggest and most difficult problem that human beings are involved with” (Kant, 1374). Therefore, it would not be possible to impose such a serious matter on the person who does not have the necessary qualifications for this. Therefore, the teacher must have the competencies to be able to do the great responsibility he is in. The importance of this has led many research into this area. The results of these studies reflect the fact that the definitive and comprehensive conclusion about the teacher’s essential qualities can not be found in the list of qualifications (Rauff 1992, Coombs 1991 and Cortegan 2004).

### **The Essential Qualifications of the Professional Profession**

A) Cognitive qualifications: The purpose of cognitive qualifications is the set of knowledge, insights and skills that will enable the teacher to identify and analyze questions and issues related to education. Like awareness of goals.

B) Emotional Competencies: In terms of emotional qualities, the teacher’s interest and tendencies toward issues and issues are taught, such as: Teacher’s Love

(C) Skills: This category of competencies represents the set of practical skills and abilities that are associated with the education process, such as: the teaching skills of the triple qualifications above, the qualification that influences the student, which is the ultimate goal of the teacher’s activities.

#### **7-6-. The role of the philosophy of education at the level of teacher’s beliefs**

Teacher’s level of confidence: This level has a great influence on the teacher’s level of qualifications and in fact determines the teacher’s competencies. One of the most important philosophical methods of changing the teacher’s beliefs is the conceptual change approach. The nature of conceptual change replaces the existing views of teachers with correct views. For example, a common concept among teachers is that teaching is the transfer of knowledge, while today teachers’ coaches are trying to replace the constructivist view of teaching.

### **Strategies for conceptual change approach are:**

1. Teachers are encouraged to reflect on a concrete and objective experiential practice of the teacher
2. Teachers will be helped to become aware of their implicit ideas that play an effective role in their perceptions and behaviors relative to one’s position (experience) and similar situations.
- 3- Reviewing these ideas for teachers and students makes it possible to find out the inaccuracy of existing beliefs.

### **Teacher’s attitude towards values**

As Nerl (1978) means (in the education and training of all the lives of words of values, and education is generally an ethical science) (Nuller, 2001), hence the teacher’s perception of values, absolute or relative, and subjective or objective values of orientation His educational activities, as well as his teaching ethics and his general ethics, are fully effective.

### **The Role of Teaching Philosophy at the Level of Teacher’s Professional Identity**

This level contains a summary of teacher-specific information, such as character attributes, values, social roles, interests, physical characteristics and personal biography. The fundamental questions of this level are: who am I? What kind of teacher do I want to be? How do I see my role as a teacher? The valuable teachings of the philosophy of education for teachers are that they create the field of education, the breadth of the view and the avoidance of prejudice in them. The study of

the ideas of great thinkers and educators in the field of education promotes the development of the sphere of thought of teachers. Hence, they are acquainted with different perspectives of the world and life that do not necessarily contradict each other. This field provides us with an overview of its assumptions and beliefs. Therefore, it may change the teachers' self-esteem and they will look at themselves with a more positive view.

### **The role of the philosophy of education at the level of the teacher's mission**

This level is the intrinsic level of the essential characteristics of a good teacher and is, in fact, the main source of behavior for teachers. The philosophy of Islamic education in the poetic system of teachers promotes the idea that the nature of man and his bliss depends on his actions that can be liberated or captive according to human discretion (Bagheri, 2003). Formation and development of this thought in the form of teachers makes them more responsive to their actions and in general, and their teaching mission in particular.

### **Teacher's attitude towards the essence and purpose of education**

There are different perspectives on the subject of education and its goals. The teacher's belief in any of these perspectives affects all his activities. From the common viewpoint in determining the purpose or ultimate goal of educating the purpose of the creation of man in religious texts (Mohsenpour 2002). The central question at the level of teacher's mission is why a teacher has been created and what should be his goal? Hence, the philosophy of apprenticeship with an approach can play a fundamental role in determining the educational objectives of the teacher and understanding the teaching mission. The philosophy of Islamic education aims to create and uphold this great belief in teachers that the philosophy of human existence and his education of God is the recognition of God as the only holy man and the world, and the restoration of his lordship and the shivering of non-lordship (Baffari 2003) This belief in student-teachers makes them their teaching mission in line with their divine mission and provide the ground for guiding students to a high status of humanity.

### **Creating self-awareness and coherence in the personal goals of teachers**

One of the important factors in educating a good and influential teacher is his goal. Human behavior is always purposeful. In fact, individuals point to their personality with the goals they consider for themselves and their activities. The behavior of the teacher in the classroom and his methods are influenced by his goals and beliefs (Kombes, 1370). When the objectives of a teacher are confusing, his behavior will also be as bad as it is. However, this disruption of the goals disturbs the socialization of students and others with him. Because they can not decide explicitly about his personality.

#### **7- Conclusion and Conclusion**

Nighibzadeh in the book ("A Look at the Philosophy of Education") states that "human thinking and mentality about life is influenced by the education that is being done about it, and education is the result of a philosophical subjectivity and a type of inspiration of individuals." (Rightful, 1375, 185). In other words, if the type of philosophy - and in this regard the type of teacher's look to the human being and the educational philosophy, followed by the principles and methods of education, it is possible to prepare programs and textbooks of schools based on the individual and social needs of the students. On the other hand, teacher teaching methods and school activities will meet the needs of students and the community. In fact, with the clarification of the philosophy of education and the philosophical view of teachers, there will be mutual understanding between teachers, education officials, curriculum designers, students and their families, and education will become a dynamic and active system that addresses the basic needs of individuals and the community.

Orenstein says that if no individual can be totally indifferent or disregarding his personal philosophy during social action, especially the work of a teacher, but a commitment to responsibility for the task and role he assumes, his knowledge and knowledge. Develop philosophy, approaches,

policies, and general trends in the programs that are being implemented, and look at other events, including goals, expectations, and program approaches from the right angle. No matter how intelligent, uplifting and personally-minded teachers, as well as less enthusiastic and selfish slave teachers, individual and group values can be better achieved more readily and the curriculum values and norms continuously reflect Way to apply. Such teachers can consistently focus their curriculum with proper analysis, perspectives, goals, approaches, values and norms, and avoid them with personal philosophy when there is no match, and do not compromise on their own mentality.

Teachers are continuously subject to decision-making as a programmer to address the concerns and concerns of the curriculum that they are responsible for implementing in the classroom. Decision-making in approaches is largely due to the philosophical implications of enforcers. An extremely important step, when deciding by the executives, is to examine personal philosophies with the philosophy of grappling with a curriculum that is often neglected by program administrators. Many of the objective efforts and activities in classrooms are only due to the attention to the specific objectives of the curriculum and without attention to the broad objectives of the program and general philosophy of education in the education system.

Analyzing and analyzing the nature of the essential characteristics of a good teacher with the principles of philosophy and education revealed that according to the layered pattern of onions, such as the view of "Cortex" in many levels of interchange of teachers, these topics have valuable insights for teachers that can improve Their educational and training performance. It's time for our teachers to carefully and philosophically look at ourselves and the surrounding environment:

Contemplate their philosophical thinking about the individual, society, man, God, nature, and other creatures other than themselves to the level of consciousness and review them.

Interpersonal, group, formal and informal mentality is in the interest of the learner, the learner.

Take executive decisions in classrooms with open eyes, vigilantly, freely and responsibly in pursuit of common goals and goals.

Look at the duty, commitment and responsibility of the leadership in education.

Identify the values and norms governing society and the educational system in which they are engaged, analyze the perspectives, goals, policies and existing approaches.

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