

The Moral Development of Character and Education: The Case of Kant and Jaspers II

Abstract

In this paper, which is constructed in two parts, the author tried to consider the problem of education in the philosophy of I. Kant and K. Jaspers from the viewpoint of the moral character building of children. By such consideration, the author aimed to clarify the essential meaning of morality in education and then to examine the relationship between adults (teachers) and children (pupils) in moral education.

In this part the meaning of moral and education in existential philosophy of Jaspers was considered. Jaspers, who was a philosopher connected with existence, valued “communication” of existential human beings as an ideal way of being, and understood Kant’s “philosophize” as “being-on-the-way” that human beings originally aimed at. The educational theory of Jaspers, inheriting Kant’s awareness of issues, found the essential task of education in character building, and interpreted it as the spiritual attitude of “philosophize”. Moreover, he deepened “philosophize” to the existential mode of more fundamental human beings facing a “limit situation”, and strove for a moral interpersonal relationship in the “communication” of existences and in the dialogue which was rooted there.

In conclusion, it was argued that the thoughts of both philosophers suggested a concrete way of realizing an ideal moral education in the field of school education.