

The Educational Dimensions of the Debate of Stable and Variable in the Philosophy of Education

**(An analytical Comparative study in intellectual
systems of Arab Education)**

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Abstract

The Study aimed at recognizing the problem of the stable and the changeable and its educational dimensions. To achieve this aim, the study try, through its use of a comparative deconstruction course, to clarify that there are two opposite philosophies that are related to educational work. The first philosophy sees that the basic principles of education recur and never change, whereas the second philosophy sees that the only way for arrangement for a changeable society is to face the educational thought that believes in continuous renewal to set up the experience. The study introduced a suggested conception for educational philosophy that forms, in its abstract, a moderate stance.

The study suggests an integrated educational philosophical design to be used in planning the policies and aims of education.

For the paper in Arabic see pages (93-134).