

**Секция «Философия. Культурология. Религиоведение»**

**Employing Program Philosophy for Children into South Korean Education**

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Teaching philosophy through the p4c program has contributed to the overcoming of some traditional difficulties in Korean education and has presented a new type of education. There are, however, practical and theoretical problems.

The practical problems are that a deal of P4C teachers do not make a special study of philosophy, and that particular problems exist for Korean children whose country has been divided into south and north for more than half century. The theoretical problems the Korean education has faced are no explicit concept of philosophy is determined for educational aims and the emphasis on methodology has left space for a curriculum of teaching philosophy.

P4C is still being applied to public school classes as one of extra-curricular programs by the teachers involved in Korean P4C societies, yet in the private sector it can be freely chosen by parents who are very active in searching for good teaching materials to enhance their own children's thinking abilities. In this situation, the private sector of education in Korea makes greater effect in increasing children's accessibility to P4C than the public sector. However, there are many problems with this phenomenon, especially with teachers' qualifications and quality of programs.

It was around the early 1980s that Lee Chosik first introduced IAPC materials to Korea. It created a new momentum of development for P4C in Korea. Lee had been holding, since 1970s, with his former students and teachers, the regular seminars in order to prepare for doing philosophical inquiries with children at school. They discussed ways to encourage children to think for themselves by using philosophical issues and themes. Out of those seminars have grown many of academics, teachers and practitioners, who are now leading Korean P4C societies.

Having studied Lipman's teaching materials like 'Harry Stottlemeier's Discoveries', Lee and members of the study group constructed the translating committee and published the Korean edition of 'Philosophy in the Classroom' with the first chapter of Harry in the mid-1980s. Subsequently, he co-founded KITPC, the Korean Institute of Teaching Philosophy for Children, with active participants in P4C movements. In 1990s Lee opened a graduate course of teaching philosophy at Korea University, which encouraged other universities to offer the similar graduate courses.

The very important thing in development and implementation of the P4C program is the practice of KATPIS founded in 1994 by P4C-related researchers and primary and secondary teachers. The president of KATPIS is Chosik Lee, who won the award of International Educator of the Year for 2012 from International Biographical Center of Cambridge, England. Since 1990s, during summer and winter vacations, it has been holding in-service teacher education programs on critical and creative thinking programs based upon P4C methods. Defined as skillful ways of thinking reflectively, doing philosophy can help children systematize logically, utilize wisely and construct creatively a huge amount of information flooding upon them [5].

Park Jinwhan, who is a general secretary, has been trying to reform moral education practices in South Korea actively introduced P4C programs overseas to the academic societies and public schools. He has attended many conferences with his colleagues and students and has made every effort to implant P4C especially across all domains of school subjects because he believed that P4C would be a great help to restructuring our education in the direction of having student-centered classes [4]. He has also focused his attention on developing awareness and responsibility of citizenship. Lipman (2003, p. 160) considers that schools should have to teach children to exercise better judgment in order to protect them against prejudice and manipulation to make them better producers, consumers, citizens, and better future parents. Jinwhan Park is in charge of PCOI, the Philosophical Community of Inquiry, with his colleagues such as Lim Dong Wook, Byun Yong Joo and Paik Hak Song, who are masters of primary public schools in Seoul. In his interview given in Ukraine professor, Park said that one of the main goals of PCYNAP [6] is to develop international cooperation in the dissemination of experience of employing P4C program [2, 295]. According to professor Park, teaching P4C in South Korea has increased the general intellectual level of South Korean citizens and has led to a dramatic improvement in the quality of education in South Korea [3, 301].

Professor Park has been to Ukraine repeatedly to share Korean experience teaching philosophy for children. There is annual P4C conference, which has been held two years in a row at National Pedagogical Dragomanov University where professors give lectures on theory, followed by a research workshop. The conferences have been attended by different people with different backgrounds such as teachers, students, scholars, business coaches and just parents. This is a very important event for the Ukrainian education system, and helping the Ukrainian education system become a reflective model of education.

Today Ukrainian education is in a situation very similar to the one that was going through in South Korea several decades ago. The South Korean experience should be used in reforming all levels of education and fully engaged philosophical material for a decent intellectual development of Ukrainian children.

### **Литература**

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Thank you for doing great job)))