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(Self)education(s) as First Philosophy

Summary

The article outlines the conception of education as the first philosophy. It is argued that philosophy of education is the successor to the philosophy of language that prevailed in the 20th century, because the stability of language meanings is maintained by the language use practices that are introduced by education. To promote this idea, the first philosophical projects of Aristotle, Descartes and Levinas are discussed and their educational interpretation is presented. It is concluded that the first philosophy projects proposed so far, emphasizing the thinking of general laws of reality in the case of Aristotle, the cognitive procedure in the case of Descartes, and the ethical relationship in the case of Levinas, point to an even deeper scope of educational practices. All philosophical work is

divided into the contexts of (self)education, philosophical discovery and justification of philosophical discovery, where the main philosophical context is the (self)education context. In order to formulate the project of education as a first philosophy, first, an empirical thesis on education as a first philosophy is formulated. Its inadequacy is then demonstrated by the formulation of the transcendental thesis. An outline of the transcendental pedagogy project is presented. It is argued that (self)education as a first philosophy is not just the science of raising children, but also the state of biologically adult human being, where to being is to learning to be. The article concludes with the idea that (self)education, democracy and philosophy are subjects of the same scope.

Keywords: first philosophy, metaphysics, cognitive theory, ethics, transcendental pedagogy.