

## جمهورية العراق وزارة التعليم العالي والبحث العلمي الجامعة المستنصرية كلية الآداب / قسم الفلسفة

## مفهوم الخبرة في فلسفة جون ديوي

رسالة تقدمت بها الطالبة:

(سارة خزعل محمد)

إلى مجلس كلية الآداب/ الجامعة المستنصرية، وهي جزء من متطلبات نيل درجة ماجستير آداب في الفلسفة .

باشراف:

أ. م. د قاسم جمعة راشد

٥١٠٢م

بغداد

-A1277

## (Abstract)

The concept of experience is one of the most important concepts in Dewey's instrumental philosophy, through which he descended philosophy from the absolute sky to the reality ground, influenced by Darwin's theory of evolution in his book "The Origin of Species". Dewey, by his philosophy of experience, intended to negate any traditional tendency which cancels its true meaning and its position in everyday life. Thus Dewey was well-known as a philosopher of experience. He defined experience as "A result of the interaction between human subjective and the external world or environment, whose principles are interaction, continuity, communication, integration, unity and growth". Experience occupied an important position in all fields of Dewey's philosophy such as religion, ethics, education, science, arts and politics.

In religion, experience is the final and sole authority, and what is absolute has no authority upon religion nor religiousness. Consequently, Dewey concluded a new meaning of the concept of religion according with revived and continuous life, by which he expressed human nature and treated ethical and educational behavior away from superstitions and backward rituals that could not be suitable

for the life that is developed and advanced by science and technology.

While in ethics, experience determines human behavior whereas either a virtue behavior whose effect is a good deed or a bad behavior whose effect is an evil deed. Hence, ethical experience is a result of interaction of the subjective behavior of man with the objective world surrounding him.

Dewey, concerning education, presented his theory of experience intensively on the basis of distinction between traditional education and modern education. He concluded a theory saying that education is growth in experience, by it and for it.

For Dewey, science, unlike pure one, is practical starting from real ground and always beginning from things that exist in the environment, things that we could test, see, use, enjoy and suffer in our everyday life. Science, in his opinion, is based on both experience and reason, therefore, he defined it as experience after being reasonable.

Aesthetical experience is a human and social experience which doesn't differ from other experiences, but integrant to them. Dewey defined arts as an experience in which it seems integrated and freed from obstacles that restrain its growth and continuity. Hence, Dewey topped all experiences with the aesthetical one for it is more systematic and more able to coordinate and organize motives with human requirements. Not only that but it also connect artistic work with aesthetical taste.

Finally, Dewey extended the use of the concept of experience to the political aspect of his philosophy, insomuch as politics is part and parcel of real social life. Consequently, experience in politics expresses the relation between individual and society and political issues such as democracy, freedom, individuality culture and economics which he defined as result of interaction of peoples with political and governmental events in the state.