In the broadest sense education can be defined as the process of developing and completing of human being. It is essential to train individuals as using the information in the form of the original synthesis. The aim of education is to provide the appropriate conditions to people for maintaining themselves as a whole. On the other hand freedom which is the condition of supervision, regulation and self-determination, can be defined as the human capacity to act (or not to act) as we choose or prefer, without any external compulsion or restraint. Freedom in this sense is usually regarded as a presupposition of moral responsibility: the actions for which I may be praised or blamed, rewarded or punished, are just those which I perform freely. Freedom as a right is inherent, inalienable and undeniable. Individual and social problems arise during the use of this right. Philosophy education can be a solution for solving these problems. For this reason, attention should be given to philosophy education in each period of training.

Well what are the characteristics of philosophical thinking? Philosophical thinking is the regaining of the rules of correct thinking. Correct thinking is clearly defined as the thinking subject and organization of ideas in a consistent manner.

Critical thinking is another features of philosophical thinking. Critical thinking is to examine all aspects of the subject and a review with a sense of doubt to it.

Questioning is the determination of the essence and framework of thought. By questioning the mind becomes clear and the boundaries of thought occur.

Philosophical thinking is to create correct, coherent, holistic and systematic thoughts. Philosophy education which based on the learning of philosophical thinking forms to the life of man. This dimension of the philosophy education can be called as the philosophical attitude.
Philosophical attitude helps the evaluation of the events and to regulate the human relations. Philosophical attitude provides the correct decision-making with broad perspective and rich choices. Philosophical attitude is not only an intellectual development process but it is also a ruling principle in man’s practical life. So philosophical attitude which is separate and distinct dimension of man helps him for evaluation of phenomena. Philosophical attitude gives him the capability of healthy decision-making in a wide range perspective. This attitude will be reflected on the relationship with others in the society. A social life which decorated with a quality network of relationship among people is a life of appropriate for humanity. In such societies individuals away from subjective meaning by the helping of wise attitude. People understand better each other and become more tolerant towards each other.

At this point we need to link the relationship between freedom and philosophical attitude. Freedom is an important factor in the process of determining one’s self and others. Freedom which is the condition of supervision, regulation and self-determination, can be defined as the human capacity to act (or not to act) as we choose or prefer, without any external compulsion or restraint. (Cevizci, 1996:408) Freedom in this sense is usually regarded as a presupposition of moral responsibility: the actions for which I may be praised or blamed, rewarded or punished, are just those which I perform freely. It is one of the most important features of rational being, human.

Human freedom as a right is the inherent, essential and inalienable right of man and provides within the framework of knowledge a person possesses. Freedom can be described as a situation of behaving of people as a moral agent according to their own preferences and rational decisions. Selection is a voluntary act and takes place within the framework of knowledge of person. Making a decision is to consider the preferences and this process requires formal reasoning. Selection process is to decide taking into account to the others. This means that to put self to someone else. It is the discrimination of feelings of self and others. This is not only to think through and act on it. Whatever the outcome of the action is the person had done it his own free will. If you choose, there is also your responsibility.

Responsibility is to take into account the existence of someone else and to value to someone else. So it is to understand the relationship and differences between oneself and others in decision-making process. According to Leibniz who was the German philosopher of 17 century, this conception was related with the freedom of man and it depends on the moral obligation not logical obligation. It must allow the selection of people with their own will in a variety of actions. In the same way to Kant who was the moral philosopher of 18 century the people would be aware of their freedom to create a basis for moral considerations and arrangements. Because, his freedom the basic characteristic of human being is. But it is important that people recognizing their freedom and using it. (Atıcı, 1997:329)

Human being can not choose to be free or not. But with the education especially philosophy education he can realize his freedom and learn to use it. Parents and teachers refrain from inoculation the things to children. But it can not be expected to grow of child without being affected by opinions and evaluations around him. The important choices. Because to be free not to be comfortable and extravagant is to recognize the infinite difficulties of existence and does not exist the ready prescriptions for behavior. (Billington, 1997:301)

J. Piaget who was French educational psychologist engaged in research about the moral development of children. To Piaget there are two types of morality: morality of early period based on authority of others which covers before 12.age and a mature or autonomous morality which covers after 12. age. Piaget explains that there is transition from moral realism to moral relativism which based on respect others and internalized cooperative morality. A person who has mature or autonomous morality accepts that the rules originate from the need of interaction and cooperation among people. Reciprocity which is a golden rule or empathy is a general predictor. Actions are bad for harming to others. Punishment is to improvement; encourages people for contribution more valuable to society. In this case we can think about the increasing of mature morality is better. In this context we can emphasize the importance and necessity of moral education especially philosophy education.

In general it is pointing out that moral education has four tasks: the first one of the rules of morality is to clean the remains of prejudiced views second is to provide to discriminate the convention about rules; third is to look at from a distance to current values (objective) and to estimate the values which will be emerged and the last is to train for preferences about the customs of different sub-groups. (Ibid. 308-309)
It is also created the basis of moral freedom with moral education. Therefore freedom as a consciousness and a conception is a value which gaining with the education especially the philosophy education. With Hare expression “real freedom is to choose to comply with the enlightened mind”. (Ibid. 336) This situation will take place depending on the extension of philosophy education. When the philosophy education becomes more prevalent the problems of people about recognizing and using of their freedom will be reduced.

However today when we look at the philosophy education in our country it is far from this desired situation. Philosophy education level is not enough or is undervalued in many educational institutions. Philosophy education can be a solution for solving these problems. For this reason, attention should be given to philosophy education in each period of training.

Consequently for solutions of the problems about the individual and social freedoms and using their freedoms as a right should be given to the importance of philosophy education. It is considered that philosophy education must be start from the first stages of the education process and must be developed.

References

