Self-Identity and Its Social Metaphysical Underpinnings

in the field of Education

(The Philosophical Grounding of Education Starting from the Philosophy of Self-Identity and Its Social Metaphysical Underpinnings: Literature, Language and Class Culture, Discourse and Ideological Communities, Autonomy of Citizens and Women)

Abstract

Education fundamentally focuses on 'individuals', whose human value is rooted in the expression of 'self-identity'. This process is influenced by their social rank and linguistic culture, and within varied discourses and ideological communities, different 'self-identity values' emerge. This applies to all individuals, whether they are citizens or women, and encompasses complex social metaphysical questions. For instance, how do we define social identities such as poverty, disability, privilege, or femininity? 'Intuition' and 'common sense' often fail in such definitions, especially in recognizing exceptions like gender identification, which challenges the distinctions between biological sex and gender identity. The paper analyzes 'Social Historical Structuralism' and ' Performative Theory' to see if they address the challenges of 'Essentialism'. It assesses both pluralism and monism and the autonomy of the 'true self' in educational philosophy's core concepts, grounded in the philosophy of self-identity. This study starts from female community perspectives, addressing women's disadvantaged status in social and linguistic structures and the impact of individualism on gender mainstreaming. This paper concludes by re-evaluating monistic approaches and considering the equitable recognition of community members' autonomy, underscoring the importance of self-identity in educational philosophy amidst the growing influence of identity politics in Western education.

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My humble regards,
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