

Original Article

## A Critical Introduction to the Foundations of the Ethical-Educational Views of Abolghasem Fanai

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### Introduction

"Education and training" are the two basic axes of human development. These two concepts by themselves have a generality to the extent of a considerable part of human knowledge and we can talk about their nature endlessly. Of course, this generality, on the other hand, requires the scrutinization and precise definition of their contents. "training" has a theoretical nature and "education" has a practical nature.

### Method

The method in this paper is philosophical-analytical based on basic sources of "Ethical Rationality" approach.

### Results

We made it clear that at the basic ontological and epistemological levels of "moral rationality", there are few references to the discussion of justification and proof, and sometimes there is no reference at all. In the epistemological dimension, although "ethical rationality" recognizes the existence of one-situation and the ideal and infallible epistemological position - as a result of its uncritical ontological views - it is open to a multitude of human-centered moral rulings and judgments and tries to be constructive with a number of norms. Approaching the position of an ideal observer - to give them. Finally, we showed that the non-limitation of the reading of "moral rationality" from

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reasonable and rational things and not exclusive rationality to argumentative rationality, can be considered an outstanding strength point for adjusting and accepting the mild and compatible requirements of any moral point of view, which is a very important point in the design and creation of Ethical systems are educational.

### **Discussion**

Regarding the contents of the category of "teaching and training" or all that can be called as human knowledge, knowledge of the second levels are mentioned, for example medical philosophy, while the branch of medicine is considered as a first level knowledge and medical philosophy is considered at the second and supervisory level. on the first level. In the case of the "education" category, similar second-level knowledge can be listed, among them is the philosophy of ethics. Ethical principles views are very important in terms of the great influence they have in adopting ethical-educational approaches. These fundamental views are among the topics discussed in moral philosophy, and due to the importance and pervasive influence of moral-educational approaches, it is necessary to pay attention to them. But the approaches proposed in the philosophy of ethics are based on ontological and epistemological viewpoints in turn and more precisely, and these fundamental viewpoints are the source of other cognitive and scientific viewpoints such as anthropology, religion, aesthetics, etc. The following question answers such foundations in the opinion of one of the contemporary religious thinkers, named Abulqasem Fanai, whose main criterion is belief in "moral rationality".

In this research, by analyzing the early works of this thinker, the ontological, epistemological and anthropological foundations of these works have been discussed and investigated. In this way, first the features of the fundamental principles of this intellectual approach and then its possible requirements in the moral-educational field have been discussed. For "moral rationality", the student's rationality is the first and final component, and any effort at the level of rational systematization of ethics and education must proceed on the axis of the defined rationality.

**Keywords:** Ethical rationality, Ontology, Epistemology, Anthropology, Ethical-educational approach

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