



Life- World: the Importance of Pre-Science for Science and Ecology Education

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Phenomenology as Philosophical movement is well known trend in contemporary Philosophy. At current science education approaches, Cognitive and Constructive views often are theories that guide teaching practice of teachers. The main factor for beginning teaching from cognitive/constructive perspective is Per-organizer that is organized by sub- cognitive elements. But life-world as one main component of phenomenological attitude begins with life-world as non-cognitive property. These differences shows there are some major aspects that distinguished tow mentioned perspective (cognitive/ constructive and Phenomenological). It seems that because of attachment of student with lived-world by teaching with phenomenological Assumptions, we can see more close relation with world as main source of scientific knowledge, that itself has indirect implication for ecological education. At current article I'll try to explain how science teachers at teaching science could teach with this different start point.