

Platonism and Anti-platonism in Mathematics

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In this thesis, by considering art as a form of language, I aim to develop a theory from the perspectives of aesthetics and developmental psychology regarding the reasons and causes behind the emergence of philosophical theories and schools of thought that are classified as either Platonic or anti-Platonic. Essentially, I will provide an etymological explanation of this approach among philosophers. Your initial impression from these lines might be that the ultimate goal of this thesis is to offer a psychological explanation. While I do not deny that I have utilized methods from psychology, the foundation of my work is analytical. We will regard art as a language and analyze it, arriving at aesthetic conclusions through our analysis. My intention is to provide a fundamentally aesthetic basis for both Platonism and anti-Platonism and to introduce Platonism as the result of a form of human realism (contrary to the common view that Platonism is an unrealistic perspective) at a certain stage of development.

In the first chapter, I will explain Goodman's perspective from his book *Languages of Art*. The second chapter will explore the stages of human development along with the evolution and growth of linguistic abilities, as well as examine the drawings of different age groups. In the third chapter, I will address various theories that explain the cause of our linguistic abilities, where I will also oppose Goodman's views and present my own ideas to solve the issues he encounters. Finally, in the fourth chapter, I will first discuss Goodman's views on realism as the result of his *Languages of Art* and then more precisely describe the developmental stages of children aged 2 to 6, closely examining their drawings and illustrations. Based on the perspective on art that Goodman arrived at, we will present Platonism as the result of a type of realism in this age group.