

Pedagogy in Philosophical Thought

Assistant Teacher Ansam Bassem

Fadel

insam.b@coeduw.uobaghdad.edu.iq

University of Baghdad / College of

Education for woman

Abstract

This study explores the concept of pedagogy in philosophical thought across different eras, focusing on how theories of education and upbringing have evolved from ancient philosophies to contemporary thought. The study begins with an analysis of how great philosophers such as Plato and Aristotle addressed the concept of education, arguing that education was a means of building the individual and society based on higher values and rationality. The study then examines the influence of Christian philosophy on education during the Middle Ages, and how the Renaissance movement contributed to reconsidering teaching methods to be more individual-oriented.

In the modern era, the study focuses on the ideas of John Locke and Jean-Jacques Rousseau on education, as new perspectives focused on developing rationalism and natural education. The study also examines the influence of John Dewey and his theory of experiential education, which enhances students' interaction with their environment and experiences. Finally, the study discusses the influence of critical philosophy on modern educational systems, which contributes to improving educational systems by promoting and analyzing critical thinking. The study aims to provide a comprehensive view of how the principles of educational philosophy contribute to improving education and meeting the needs of students in the current era, by analyzing the

development of educational thought and offering practical recommendations for improving educational systems.

Keywords: Philosophical pedagogy, experimental education, philosophy of education through the age.

البيداغوجيا في الفكر الفلسفي

م.م انسام باسم فاضل

جامعة بغداد/ كلية التربية للبنات

ط ك د

تستعرض هذه الدراسة مفهوم البيداغوجيا في الفكر الفلسفي خلال عصور المختلفة، مع التركيز على كيفية تطور نظريات التعليم والتربية من الفلسفات القديمة إلى الفكر المعاصر. يبدأ البحث بتحليل لكيفية تناول الفلاسفة الكبار كأفلاطون وأرسطو لمفهوم التربية، حيث أن التعليم كان لديه وسيلة لبناء الفرد والمجتمع على أساس القيم العليا والعقلانية. ثم يتناول البحث تأثير الفلسفة المسيحية على التعليم خلال العصور الوسطى، وكيف ساهمت حركة النهضة في إعادة النظر في أساليب التدريس لتكون أكثر توجيهها نحو الفرد.

في العصر الحديث، يركز البحث على أفكار جون لوك وجان جاك روسو حول التعليم، حيث ركزت رؤى جديدة على تطوير العقلانية والتربية الطبيعية. يتناول البحث أيضاً تأثير جون ديوي ونظريته في التعليم التجريبي، مما يعزز من تفاعل الطلاب مع بيئتهم وخبراتهم. أخيراً، يناقش البحث تأثير الفلسفة النقدية على الأنظمة التعليمية الحديثة، والتي تساهم في تحسين النظم التعليمية من خلال تعزيز التفكير الناقد وتحليلها. يهدف البحث إلى تقديم رؤية شاملة حول كيفية مساهمة مبادئ الفلسفة التربوية في تحسين التعليم وتلبية احتياجات الطلاب في العصر الحالي، من خلال تحليل تطوير الفكر التعليمي وتقديم توصيات عملية لتحسين الأنظمة التعليمية.

الكلمات مفتاحية: البيداغوجيا الفلسفية، التعليم التجريبي، فلسفة التربية من خلال العصور.

Introduction :

Pedagogy, or the technology of schooling, is one of the essential fields that displays the improvement of philosophical concept at some point of the a long time. Education has constantly been an necessary part of philosophy, with philosophers at some point of the a while addressing troubles of education and getting to know as crucial in shaping the individual and society. By exploring how philosophers have approached the idea of training and its development, we gain a deeper

understanding of the ways in which training can make contributions to social and ethical philosophies. Since historic instances, philosophers which include Plato and Aristotle have sought to formulate educational theories that reflect their visions of a way to build best societies and develop individuals. Plato, as an example, regarded training as a means to attaining a utopia, wherein individuals are built on the foundation of better values and rational notion. Aristotle, in the meantime, related education to the concept of experiential gaining knowledge of and logical reasoning, emphasizing the importance of education in developing mental and highbrow abilities. In the Middle Ages, Christian notion played a main function in training, with training carefully connected to spiritual and moral values. With the advent of the Renaissance, we witnessed a go back to humanistic notion, which gave a new man or woman to education, focusing on character development and improving their non-public and creative competencies.

As we entered the present day era, John Locke and Jean-Jacques Rousseau offered new visions of schooling, emphasizing rationalism and natural education as a method of growing individuals. In the 20th century, John Dewey resurfaced with training with the aid of introducing the principle of experiential training, which believed that training have to be interactive and oriented closer to sensible revel in. Critical philosophy has motivated modern academic systems, calling for using education as a tool for vital evaluation and social exchange.

This study examines pedagogy in philosophical thought by analyzing how educational concepts have evolved over the ages, starting from ancient philosophies, through the Middle Ages and Renaissance, to modern and contemporary thought. Through this analysis, we aim to provide a comprehensive view of how different philosophies have influenced educational systems and how they can contribute to improving education today.

Research Problem

The research trouble lies in exploring how philosophical notion has handled the concept of pedagogy or the technological know-how of schooling at some stage in the a while. Although academic philosophy has constantly been an vital part of philosophical idea, its improvement and effect on educational systems have now not been comprehensively studied. Therefore, expertise how philosophers have approached the idea of training and its sensible programs in cutting-edge training is a key difficulty addressed through this studies.

Research Objectives

1. Explore the evolution of instructional notion at some point of the ages, from ancient philosophies to present day thought, to apprehend how the concept of education has advanced.
2. Identify the have an effect on of main philosophers inclusive of Plato, Aristotle, and Dewey, and study how their ideas have shaped academic theories and educational structures.
3. Evaluate the applications of educational philosophy in modern training and analyze how the concepts of philosophy may be used to improve present day academic systems.
4. Suggest improvements to academic structures based totally on numerous educational philosophies, that allows you to make a contribution to the improvement of training and the development of scholar needs.

Research Methodology

The research follows a multi-method approach that includes the historical approach, the descriptive analytical approach, and a literature review to determine how philosophers dealt with the concept of education and its development throughout the ages, as well as historical analysis to study the development of educational thought from ancient

philosophies to contemporary thought, and to analyze the impact of these philosophies on educational systems.

Research Hypothesis

The research assumes that educational philosophies throughout the ages have significantly influenced the development of modern educational systems, and that applying the principles of these philosophies can improve the effectiveness of education and make educational systems more compatible with the needs of current students.

Research Importance

This research contributes to our understanding of the evolution of educational thought by providing a comprehensive analysis of how different philosophies have influenced educational theories and modern educational systems. It also helps educators and teachers inspire new ideas for improving their teaching practices and provides valuable insights into how to apply the principles of educational philosophy in current contexts. Furthermore, the research enriches the academic literature on the philosophy of education and provides new resources for researchers and students in this field.

TOPIC ONE

The Philosophical Origins of Pedagogy in Ancient and Classical Times

Introduction

Pedagogy, or the science of education, is a field with deep philosophical roots dating back to ancient and classical times. During this period, philosophers began developing theories about teaching and learning as an essential part of social and moral philosophy. These theories formed the foundation upon which modern educational thought was built. In ancient times, philosophers such as Plato and Aristotle played a pivotal role in shaping the concept of education and its development. They held

divergent visions of how education could be used to achieve various goals, from building the ideal society to developing individuals' mental and intellectual capacities. At this stage, education was seen as a means of building virtue and shaping the mind. In classical times, Socrates and his followers added a critical dimension to the educational process through their critical philosophy, which focused on dialogue as the primary means of learning and developing thought. This critical philosophy aimed to stimulate independent thinking and challenge previous approaches, which brought about a major shift in teaching and learning methods. This topic aims to explore the philosophical origins of pedagogy in these historical periods by analyzing the ideas and theories presented by Plato and Aristotle, and examining how critical philosophy influenced the educational process. It will discuss how these origins formed the basis through which we can understand the development of the concept of education and educational systems throughout the ages.

Requirement One : Plato and Aristotle

First: Plato: Education as a means of building the ideal city

Plato(347–427), the great Greek philosopher, believes that education is the pivotal and essential factor in building the ideal society that he calls the "ideal city". In his book "The Republic", Jean–Jacques Rousseau describes Plato's Republic as the most beautiful treatise ever written on education, saying: "If you want to know what public education is, you should read Plato's Republic. It is not a book on politics at all, but the most beautiful treatise on education" (Rousseau, 1956:34), Plato presents a complete vision of how to build an ideal society based on philosophy and reason as basic pillars. Education is considered the primary means of achieving this goal, as it can guide individuals to understand truth, justice and virtue. (Al–Tayyar, 2016: 55)

Plato believes that individuals are born with different predispositions, and that education is the process that contributes to shaping and

developing these predispositions. In the ideal city, society is divided into three main classes: the class of rulers (philosophers), the class of soldiers (defenders of the state), and the craftsmen class (producers). Each class has its own education that is appropriate to its role in society. (Basyouni, 2000: 34)

– **The ruling class:** According to Plato, philosophers (future rulers) should receive a comprehensive and long-term education. This education includes the study of mathematics, music, philosophy, and logic, to reach a deep understanding of the world and moral concepts. Education here is not just the transfer of knowledge, but rather a spiritual and intellectual transformation process that enables the individual to perceive the “world of ideas” and understand the absolute truth.

– **The soldier class:** Education here focuses on physical and psychological training. Soldiers learn the principles of courage, discipline, and patriotism. Plato believes that this class should be familiar with the concepts of chivalry and courage, but without engaging in deep philosophy, because they are charged with protecting the state.

– **The craftsmen class:** This class provides practical education, where individuals are trained in their craft and agricultural skills to serve the community. Plato believes that these individuals do not need philosophical education, because their main task is the economic production of the state.

Plato considers education as a means of achieving justice in society by placing each individual in his rightful place according to his natural abilities and virtues. Thus, the ideal city becomes a balanced and organized society, where education contributes to achieving harmony among all classes. (Al-Zarqa, 2009: 45)

Second: Aristotle: Education as a process of experiential learning and logical thinking

Aristotle, Plato's student, adopts a different vision of education. While Plato focuses on education as a means of preparing philosopher rulers and directing them towards realizing the absolute truth, Aristotle believes that education should be practical and experiential, based on reality and the senses rather than focusing on the "world of ideas." (Al-Rafai, 2018: 121)

In his book "Politics," Aristotle presents the idea that education should be directed towards developing practical virtues in individuals, such as courage, justice, and moderation, in addition to developing mental and physical abilities. Aristotle focuses on education as a means of improving a person's ability to think logically and solve problems, as he believes that knowledge comes from experience and observation, and not from theoretical contemplation only as Plato sees it. (Al-Najjar, 2018: 28)

–**Experiential Education:** Aristotle believed that education should start from concrete reality. True knowledge comes from direct experience of the physical world. Students should learn through observation and experience, which contributes to developing their critical thinking and analytical abilities.

– **Moral Education:** Aristotle believes that education is not only about developing the mind Rather, to form morals and occupy a great position, the goal of education for him is morals or virtue ((some of which are intellectual, and some of which are moral: wisdom, understanding, and reason are intellectual, and freedom and chastity are moral. If we establish the creation of man, we do not say: he is wise or understanding, because we say: he is patient or chaste. The wise man may be praised for his appearance, and whatever of the qualities is praiseworthy, we call them: virtues)) (Thales, 1979, 84). This is done through continuous guidance and repetition, where values are gradually instilled in the individual through practice.

– **Comprehensive Education:** Aristotle's education is not limited to a specific class, but rather includes all members of society. He believes that education should focus on all aspects of the human being: body, mind, and spirit. This means that education should include physical training, mental development, and moral guidance.

– **Logic and Critical Thinking:** One of the most important elements of education according to Aristotle is teaching logic as a tool for correct thinking. Through logic, the individual is able to understand the relationships between concepts and develop sound conclusions based on observation and analysis. This type of education helps individuals make rational and sound decisions in their daily lives.

Aristotle sees education as a gradual process that begins with experience and ends with critical thinking and logical analysis. He differs from Plato in his view of the material world as an essential part of education instead of focusing on the ideal world and abstract philosophical concepts, the difference between Plato and Aristotle can be summarized in how they approach education as part of philosophy as follows: While Plato sees education as a means to reach the "world of ideals" and build a virtuous society, Aristotle sees education as an experimental and practical process aimed to develop critical thinking and ethics. Each of them focuses on education, but from completely different angles that reflect their view of the world. (Al-Abbasi, 2020: 114)

Requirement Two: The influence of philosophers and their critical philosophy on the educational process

Socrates is considered one of the most prominent philosophers who profoundly influenced the development of the educational process through his critical philosophy, which focused on the need to question assumptions and constantly ask questions to reach the truth. Socrates lived in ancient Athens during the fifth century BC, and his educational

philosophy was distinguished by being different teaching from the traditional methods of his time. Socrates did not present knowledge to learners in the form of lectures or traditional lessons, but rather encouraged them to discover the truth for themselves through thinking and analysis. (Al-Jamil, 2014: 37)

The critical philosophy adopted by Socrates is based on the principle that knowledge does not come from outside, but rather exists within the individual, and he needs a means to extract it. This means is represented by critical dialogue, which relies on asking intelligent questions that push the individual to think deeply and re-evaluate his beliefs and ideas. Socrates believed that education is not merely a process of transferring information from teacher to learner, but rather a process of intellectual generation, whereby the teacher directs the learner to think about things in a critical manner, thus enabling the learner to reach conclusions based on reason and logic. (Al-Qudsi, 2018: 95)

Socrates believed that the intention of schooling was no longer merely the purchase of information, but the pursuit of virtue and fact. He believed that the pursuit of expertise ought to continually be connected to a virtuous moral life. Therefore, Socrates targeted on fostering essential questioning, encouraging his college students to impeach conventional values and social norms so one can attain a deeper understanding of fact and justice. In this manner, Socrates' crucial philosophy was the cornerstone of the improvement of educational techniques that targeted on developing wondering talents instead of memorizing information, which marked a turning factor in the academic method. One of Socrates' maximum crucial contributions to the academic field is the idea of Socratic communicate, that is considered one of the most influential and considerable academic methods to these days. This technique is predicated on asking questions in a sequential

and systematic way with the purpose of stimulating vital thinking in the learner. This approach is also known as "Socratic generation", where the teacher's role is similar to that of a midwife who helps a person "give birth" to their ideas through interaction and dialogue. (Al-Mustafa, 2019: 53)

In this dialogue, Socrates does not provide ready-made or final answers, but rather adopts a skepticism approach, where he asks questions that reveal contradictions or gaps in the learner's thinking, which prompts him to rethink and develop his own understanding. This method aims to enhance critical analysis and develop the ability to solve problems through independent thinking, and the steps of Socratic dialogue, the Socratic dialogue consists of several main steps, which are: (Al-Hamdi, 2015: 63)

1. Asking the basic question: The teacher begins by asking a question or topic for discussion. The question is often simple on the surface but carries deep philosophical complexities. For example, the teacher may ask: "What is justice?" or "What is good?"

2- Digging deeper with questions: After the learner provides an initial solution, the trainer asks a series of comply with-up questions that spark off the learner to assume more deeply. The intention right here is to find inconsistencies or gaps inside the learner's thinking, prompting them to rethink their preliminary answer.

3. Clarification and analysis: At this stage, the learner is encouraged to clarify their thoughts and offer examples to aid their conclusions. Through this process, the learner can view the subject from distinct perspectives and advantage a deeper understanding.

4. Reaching a conclusion: Ultimately, the learner is guided toward a clearer and more logical conclusion, but without providing a definitive

answer. The goal remains to open the door to discussion and ongoing reflection rather than arriving at an absolute answer.

Socratic communicate reinforces the concept that gaining knowledge of is an ongoing journey that doesn't stop with a single answer or constant expertise. Rather, it is a method of regular discovery and reflection. This technique encourages students not to just accept things as they are, however alternatively to look for deeper meanings and question the whole thing, making it a modern academic method even inside the cutting-edge era.

The Socratic communicate method has come to be a version for many current academic processes. In faculties and universities, open-ended questions and interactive discussions are used as teaching tools aimed toward stimulating important thinking and developing analytical and problem-fixing abilities. These methods assist rookies broaden independent wondering competencies and dissatisfaction with passively receiving records. Socratic talk also promotes collaborative gaining knowledge of, wherein novices can construct their ideas primarily based on their interactions with others. Thus, training turns into an energetic manner where anybody participates inside the collective production of expertise, improving their deep expertise of the topics supplied. The influence of Socrates and his critical philosophy on education has been profound and lasting, as he laid the foundations for critical thinking as one of the most important educational goals. Through Socratic dialogue, Socrates established a new style of education based on questioning and analysis rather than memorization and indoctrination. This method continues to inspire educators and thinkers today, as it is applied in classrooms in various academic fields to develop critical thinking with students. (Al-Qudsi, 2018: 109)

TOPIC TWO

Educational Philosophy in the Middle Ages and the Renaissance

Introduction

Educational philosophy in the Middle Ages and the Renaissance is a crucial period in the development of educational thought, as it witnessed significant developments that led to changes in the concepts and methods of education. These periods represent a significant transition from ancient philosophical influences to a new vision of the role of education in shaping individuals and societies. In the Middle Ages, religious thought had a significant influence on educational philosophy. Educational philosophy intertwined with religious concepts, leading to the emergence of educational models that focused on spiritual and moral values. Christian philosophers, such as Thomas Aquinas, sought to integrate Greek philosophy with religious teachings. This led to the development of educational models that promoted moral and spiritual virtues. The beginning of the Renaissance marked a qualitative shift in educational thought. This technology witnessed the emergence of humanistic notion, which refocused on the man or woman as a person with capacities to be developed. The Renaissance movement was an expression of a return to the teachings of classical philosophy, but with a renewed emphasis on individual improvement and innovation in coaching techniques. This trend contributed to tremendous modifications in academic structures, as emphasis started out to be located on developing character skills and selling critical and creative wondering. This topic ambitions to discover the improvement of tutorial philosophy for the duration of these two historical durations, through analyzing the influence of spiritual idea inside the Middle Ages and the have an impact on of humanistic idea in the Renaissance. It will address how these intervals helped shape the rules upon which present day schooling is constructed, and how the instructional ideas that were encouraged by using them stimulated current educational structures.

Requirement One : The Middle Ages:

First: The influence of religious philosophy on education

The Middle Ages, which extended from the fifth to the fifteenth century AD, were known for their profound influence from the Christian Church, which dominated the course of cultural and intellectual life.. During this period, education and teaching were part of the religious system, as the church was the dominant force that controlled the educational process and determined its goals and means. (Al-Sagheer, 2012: 78)

Medieval educational philosophy was heavily influenced by religious thought, which focused on education as a means of instilling spiritual and faith values in people. Education at this time was intended to serve religion, as knowledge was seen as a means of achieving faith and bringing people closer to God. The main schools of this period were run by the church, particularly monastic and cathedral schools, which focused on teaching theology and the Bible, as well as classical languages such as Latin. Medieval educational philosophy derived its principles from Christian theology, which was considered the primary source of knowledge. Education focused on acquiring religious wisdom and understanding sacred texts, as human knowledge was considered limited and inadequate unless it was enlightened by divine revelation and the teachings of the church. Accordingly, the Bible was seen as the source of true wisdom, and the ultimate goal of education was considered to be preparing individuals for eternal life and service to God. (Al-Mir, 2017: 84)

Second: Christian thought and its impact on education, with a study of the ideas of Thomas Aquinas

In the Middle Ages, many philosophers and thinkers emerged who tried to reconcile ancient philosophical thought with Christian thought, the most prominent of whom was the Italian philosopher and theologian Thomas Aquinas (1225–1274). Aquinas was one of the prominent figures who tried to combine Aristotelian philosophy with Christian

teachings, and he presented a profound educational theory that is considered one of the most prominent contributions of the Middle Ages in the field of educational philosophy. (Al-Mir, 2017: 91)

In his educational philosophy, Aquinas focused on the role of reason in learning, as he believed that man has the ability to use his mind to reach knowledge, but he needs faith and religious guidance to direct him towards absolute truths. Aquinas believed that natural knowledge, which can be reached through reason and experience, is compatible with divine knowledge, and that education should aim to develop moral and spiritual virtues, in addition to acquiring religious sciences. Thomas Aquinas believed that education should seek to achieve three main goals: (Al-Mustafa, 2019: 133)

1. Acquiring wisdom: He believed that education should focus on the search for wisdom, which includes understanding human nature and the surrounding world, in addition to understanding God.

2. Developing moral virtues: Aquinas believed that education is not only a matter of acquiring knowledge, but also a process of shaping moral character, where education should contribute to instilling virtues such as honesty, humility, and chastity.

3. Community and Religious Service: Aquinas believed that education should contribute to preparing individuals to become useful members of society, where they can serve God, the church, and the state.

Thomas Aquinas played a major role in shaping Christian educational thought, as he sought to integrate Aristotelian philosophy with Christian teachings, which helped to develop the concept of education as a process of enlightenment for the mind and spirit together. Aquinas also presented the idea that man is a rational being who can reach knowledge through thinking and analysis, but he needs faith to reach the absolute truth, which contributed to the development of educational foundations that continued in later ages. (Al-Husseini, 2021: 22)

Thomas Aquinas's ideas contributed to shaping the educational system during the Middle Ages, as a model of education was developed that focused on the balance between reason and faith. Large universities emerged in Europe, such as the University of Paris, the University of Oxford, and the University of Bologna, which relied on Aquinas' philosophy of integrating religious education with the study of philosophical and natural sciences. These universities taught theology alongside logic and natural philosophy according to the model presented by Aquinas, which balances faith and reason, its influence spread to educational curricula that focused on developing students' critical and analytical thinking skills, in addition to in-depth study of religious texts. In the Middle Ages, Christian religious philosophy played a major role in shaping educational philosophy. Education was a means of achieving faith and strengthening spiritual connections with God. Thomas Aquinas provided a distinctive model by combining Aristotelian philosophy with Christian teachings, which contributed to the development of an educational system that balances reason and faith, aiming to cultivate learners' moral and rational virtues.. (Al-Barghouthi, 2015: 104)

Requirement : The Renaissance:

During the Renaissance, which spanned the 14th to 17th centuries, Europe witnessed a fundamental transformation in the fields of philosophy, art, and education, as there was a great revival of humanistic thought, also known as "humanism." This transformation was a reaction to the Middle Ages, which were characterized by the dominance of the Christian Church and religious thought, which led to the emergence of new philosophies that focused on the value of man, his ability to think independently, and develop himself. (Al-Najjar, 2018: 60)

First: The return of humanistic thought and its impact on education

With the beginning of the Renaissance, a new trend in philosophy emerged that relied on man as the main axis of the universe, as thinkers began to call for the need to focus on man, with his abilities and virtues, instead of focusing philosophy entirely on religious teachings. This new thought focused on returning to the ancient texts of Greek and Roman philosophers such as Plato, Aristotle, Seneca, and Socrates, considering that these texts carry human values that should be the basis of education and philosophical thinking at that time. Within the framework of this new thought, called the humanistic movement, philosophers and thinkers began to glorify human values such as freedom, critical thinking, and innovation, and considered that education should focus on developing the individual as a rational and social being. This was a radical change compared to the educational thought in the Middle Ages, which was based on strict religious education, and universities and schools in the Renaissance began to adopt this new humanistic thought, as many thinkers emerged who called for reforming and developing education based on the foundations of humanistic philosophy. Among these thinkers, Erasmus, Thomas More, and Pico della Mirandola are considered the most prominent names influenced by this thought and made significant contributions to the development of education during that period. Their vision is based on the fact that the individual has an innate ability to learn, and that education is the means by which a person can develop himself and reach perfection.. (Al-Hashimi, 2012: 92)

Second: The impact of the humanist movement on teaching methods and individual development

The humanist movement greatly influenced the teaching methods practiced in Europe during the Renaissance. There was an increasing focus on teaching classical subjects such as philosophy, literature, history, and poetry, as essential means of broadening learners' horizons

and developing their ability to think critically and analytically. (Al-Barghouthi, 2015: 104)

The teaching methods adopted during that period focused on dialogue and open discussion between the teacher and the student, similar to the Socratic method that encouraged students to think deeply and ask questions. The traditional methods of education, which were based on rote learning and memorization, were abandoned, and there was greater flexibility in education, as students were encouraged to be creative and analytical rather than simply repeating information. The philosophy of the humanist movement held that education should aim to develop the individual in a holistic manner, encompassing mental, spiritual, and physical aspects. There were calls for teaching the arts, sports, and music, alongside philosophical and scientific subjects. This influence played a major role in the development of modern education, which focuses on developing multiple aspects of a student's personality, not just the academic aspect. (Al-Basha, 2016: 19)

Erasmus, a leading humanist of the period, made significant contributions to education. He believed in the importance of classical books in guiding thought and developing the ability to debate. He believed that education should focus on logic and philosophy, as well as on teaching morals and human values. Furthermore, the humanist movement supported intellectual freedom in education, as individuals were supposed to possess the capacity for free and independent thought. This idea was new and radical, as it contradicted the prevailing view in the Middle Ages, which held that the primary goal of education was to instill religious belief and the teachings of the Church. (Al-Zoubi, 2013: 82)

Third: Individual Development in the Renaissance

Under the affect of the humanist motion, man or woman development became the closing purpose of training. Education become considered a

way of developing the intellectual and mental abilities of people, permitting them to face the demanding situations they face in realistic lifestyles. Educational philosophy in the Renaissance centered on forming an knowledgeable man or woman who possesses the capacity to be creative and deeply recognize the world around him. (Al-Husseini, 2021: 74)

Through education that focused on humanistic philosophy, individuals were encouraged to seek knowledge and develop themselves. Education became more accessible to a larger number of people compared to the Middle Ages, when it was confined to church and noble circles. There was a remarkable development in the establishment of new schools and educational centers that focused on teaching natural sciences, liberal arts, and classical languages, which contributed to the emergence of a generation of thinkers and scholars who contributed to scientific and philosophical progress during the Renaissance. The Renaissance witnessed a fundamental shift in educational philosophy, as humanistic philosophy returned to become the foundation upon which education was built. Education became directed towards developing the individual and enhancing his mental, intellectual, and creative abilities, with an emphasis on human values and intellectual freedom. The humanistic movement greatly influenced teaching methods, as it focused on dialogue, open discussion, and developing the ability to think critically and creatively, which led to the emergence of a new generation of intellectuals and scholars who led intellectual developments in Europe. (Al-Basha, 2016: 49)

TOPIC THREE

The Impact of Pedagogy on Modern and Contemporary Philosophy Introduction

Exploring educational philosophy in the modern and contemporary era is an essential part of understanding the development of pedagogy and

how philosophical ideas influence modern educational systems. Educational philosophy has undergone a radical transformation in these periods, which has allowed the expansion of educational concepts to include new theories and ideas in line with developments in society and science. In contemporary philosophy, John Locke and Jean-Jacques Rousseau got here up with advanced thoughts about education, as Locke targeted on growing the mind and essential thinking, whilst Rousseau supplied the idea of natural schooling that makes a speciality of respecting the kid's innate nature and growing it thru direct enjoy. These ideas contributed to changing the idea of schooling from mere technical education to a comprehensive improvement method for the mind and spirit. In cutting-edge philosophy, new developments in education have emerged, consisting of John Dewey's idea of experiential schooling, which calls for college students to study thru revel in and interaction with the environment, and presents schooling as a non-stop method that interacts with lifestyles's variables. Critical philosophy, which emerged inside the 20th century, has substantially influenced current instructional theories by way of encouraging essential wondering and analyzing instructional systems from a social and cultural attitude. This topic aims to analyze the development of educational philosophy in the modern and contemporary periods, examining how the ideas of philosophers such as Locke and Rousseau have reshaped education, and how Dewey's theories and critical philosophy have influenced current educational systems. How will these ideas contribute to improving and developing teaching methods to meet the needs of modern students and enhance the effectiveness of the educational process.

Requirement One; Modern philosophy:

In modern philosophy, which extended from the seventeenth to the nineteenth century, philosophical ideas began to take a new direction,

as greater emphasis was placed on rationality, individualism, and experience as essential elements in the development of educational philosophy. There was a shift in the way of thinking towards education, as educational philosophy in this era began to focus on developing the mind and developing the ability to think critically and analytically, with an emphasis on the importance of the individual. (Al-Abbasi, 2020: 61)

First: Studying John Locke's ideas about education as a development of the mind and individuality

English philosopher John Locke (1632–1704) is one of the most prominent thinkers who influenced modern educational philosophy. Locke presented his vision of education in his famous book "Some Thoughts Concerning Education", where he emphasized that education should be directed towards developing the mind and developing the ability to think critically and analyze logically. (Al-Najjar, 2018: 98)

Locke believed that children are born with a blank slate mind, and that everything they learn in life comes from experience and commentary. According to him, schooling must awareness on preparing the character for sensible lifestyles, not just memorizing or studying theoretical facts. Locke emphasized that the primary purpose of training is the development of character person, as children should learn how to think and make decisions for themselves. Locke's instructional philosophy located a strong emphasis on individualism, emphasizing the want for every infant to receive an education suitable to their abilities and dispositions. He also advocated for realistic education that enables youngsters develop beneficial lifestyles capabilities, in place of that specialize in conventional teachings that trusted indoctrination. The influence of John Locke's ideas on education is still evident today, as rationalism and individualism are essential parts of modern educational systems that aim to prepare individuals for independence and critical thinking. (Al-Rafai, 2018: 171)

Second: Jean–Jacques Rousseau and his influence on the natural philosophy of education

At the same time, the French truth seeker Jean–Jacques Rousseau (1712–1778) emerged as one of the most outstanding thinkers in present day educational philosophy. Rousseau provided his vision of schooling in his well–known book, "Émile, or On Education," in which he supplied a new idea of training centered on nature and natural nurture. Rousseau believed that schooling must be directed toward the child's natural innate nature, and that children ought to be left to research via interplay with the natural international around them. Rousseau believed that traditional schooling restrained children, preventing them from expressing themselves and developing their innate abilities. Therefore, he endorsed a pedagogical technique primarily based on direct experience and averting the rigid restrictions imposed with the aid of the educational gadget. In Rousseau's philosophy, education should be directed towards developing morals and independence, as the child must learn how to make his own decisions and rely on personal experiences in learning. He also emphasized the importance of practical education that enables the child to face challenges in life, as he believed that learning should not be limited to theoretical knowledge but should be linked to daily life. (Al–Zoubi, 2013: 92)

The impact of Rousseau's ideas on education was great, especially in the development of educational philosophies based on education through experience, an idea that has become fundamental in modern education. Moreover, Rousseau established the concept of comprehensive education, which seeks to develop the child in an integrated manner from the mental, physical, and emotional aspects, in modern philosophy, both John Locke and Jean–Jacques Rousseau played a pivotal role in developing educational philosophy. Locke emphasized rationality and individualism as essential elements in

developing education, believing that education should help individuals develop their intellectual abilities and make independent decisions. Rousseau, on the other hand, introduced the concept of natural education, which relies on learning through experience and interaction with nature, with an emphasis on independence and the development of the individual in a holistic manner. The ideas of these two philosophers have greatly influenced the development of modern educational systems that seek to prepare individuals to be independent and capable of facing life's challenges. (Al-Zarqa, 2009: 62)

Requirement two: Contemporary philosophy:

In contemporary philosophy, education has undergone radical transformations with the emergence of new thinkers and various philosophical influences that have revolutionized educational systems. One of the most prominent of these philosophers is John Dewey, who developed the theory of experiential education, in addition to the influence of critical philosophy on the development of education in the modern era.. (Al-Tayer, 2016: 95)

First: John Dewey and the theory of experiential education

John Dewey (1859–1952) was an American philosopher and pioneer in educational philosophy, contributing to the development of what is known as "experiential education" or educational pragmatism. In his educational philosophy, Dewey emphasized the idea that learning should be an active, interactive process, not simply the mere transmission of information. For Dewey, education should be oriented toward practical life, where students learn through direct experience and are part of the learning process, not passive recipients. (Al-Sagheer, 2012: 33)

Dewey believed that faculty changed into now not in reality a place to study academic abilities, but as a substitute a small network that pondered the real international, where kids have to be able to interact

with their environment and gather competencies via experience. He believed that education should not be isolated from real lifestyles, however should be carefully linked to the reality and needs of the scholars. Dewey additionally emphasised the significance of an integrative curriculum, where information isn't always divided into separate subjects, but alternatively distinct disciplines are introduced collectively in a complete educational enjoy. He also encouraged cooperative studying, in which students should paintings together in groups and analyze from each other, which complements their capabilities in cooperation and problem solving. One of Dewey's main ideas was that education is not preparation for life, but rather life itself, meaning that the process of education is not merely preparing the student to become an active citizen in the future, but rather it is part of building his current life and developing his abilities to be an individual capable of critical thinking and making independent decisions. Teaching students how to think, not just what to think, was a major focus of Dewey's educational philosophy. (Al-Jamil, 2014: 88)

Second: Critical Philosophy and its Impact on Modern Educational Systems

In the second half of the twentieth century, critical philosophy emerged as an influential philosophical movement in many fields, including education. Critical philosophy was associated with the Frankfurt School, which included philosophers such as Theodor Adorno, Max Horkheimer, and Herbert Marcuse. These philosophers sought to analyze social, political, and cultural systems through a critical perspective, and to reveal the relations of power and domination that affect the formation of societies. (Al-Barghouthi, 2015: 64)

In the field of education, critical philosophy focused on dissecting the educational system as a tool for cultural and political domination. Critical philosophers believe that traditional educational systems often serve the

interests of the dominant classes in society, as students are taught values and concepts that maintain the status quo and hinder social transformation. Hence the call to rethink education to become a tool for liberating individuals, rather than perpetuating existing social structures. Modern education was influenced by these philosophies, as new concepts began to emerge that depend on empowering individuals and encouraging critical thinking among students. Critical education calls for students to learn to analyze existing systems, understand the values and concepts taught to them, and question the ideologies that govern society. This idea was central to Paulo Freire's philosophy, which focused on liberating the individual from oppression through critical education. In his book, *Pedagogy of the Oppressed*, Freire advocated for education to be a process of reciprocal dialogue between teacher and student, rather than simply the transfer of information from one party to another. (Al-Hashimi, 2012: 97)

Critical philosophy emphasized the importance of students becoming lively individuals inside the learning method, capable of ask questions and recognize the sector round them severely. It also emphasised the need for training to be a tool for social trade, assisting students understand the electricity relationships that have an effect on their lives, permitting them to paintings in the direction of social justice. In modern-day educational systems, this essential thinking has had a widespread impact on the development of curricula that encourage crucial analysis, impartial questioning, and thinking of winning ideologies. Schools and universities have come to be extra centered on teaching students how to investigate social and political structures, while encouraging them to participate in society and strive to exchange it for the better. In modern-day philosophy, the thoughts of John Dewey and critical philosophy have had a giant impact on modern-day instructional structures. Dewey brought the concept of experiential education, arguing that training need

to be interactive and connected to sensible life, and that it must expand important thinking skills and collaboration among students. On the other hand, critical philosophy focused on analyzing educational systems as a tool for social and political domination, advocating for the use of education as a means of liberating individuals and empowering them to understand the power structures in society and work to change them. These ideas have contributed to the development of modern educational systems to be more comprehensive and liberal, where the focus is on critical thinking and independent analysis in the learning process. (Al-Hamdi, 2015: 23)

Conclusion:

At the end of our have a look at of pedagogy in philosophical idea, we find that academic philosophy has gone through a couple of tendencies over the a while, with philosophers coming near them in distinctive methods consistent with their cultural and intellectual contexts. Starting with Plato and Aristotle, who viewed schooling as a device for building ideal societies and growing human notion, we can now trace it returned to the philosophers of the Middle Ages and the Renaissance, who reshaped schooling underneath the have an impact on of religion and humanistic notion. Educational philosophy additionally witnessed remarkable development in the contemporary technology with John Locke and Jean-Jacques Rousseau, who focused on rationalism and natural education. Meanwhile, John Dewey and critical philosophers contributed to directing education toward experimentation and grievance as a way of growing the character and society.

Philosophy has confirmed throughout the ages that pedagogy is not merely a in simple terms educational system, however instead an included version that seeks to achieve a balance between the improvement of intellectual capabilities, rationality, and the liberation of the individual from social and structural constraints. This intellectual

adventure explains how philosophical training is the inspiration for constructing societies capable of meeting the challenges of current lifestyles, by means of coaching essential thinking, impartial evaluation, and growing sensible abilities that enable individuals to adapt to the converting instances. Therefore, we conclude that pedagogy in philosophical thought is an ongoing system of interaction between notion and motion, where education is continuously being described in line with societal tendencies and person needs. Thus, philosophical education remains a beacon illuminating the path toward societal progress and a profound understanding of the world around us.

Main Conclusions:

1. Most great philosophers, such as Plato and Aristotle, viewed training as an vital device in constructing the person and society. For them, schooling become no longer simply a way of supplying know-how, but as a substitute a pillar of the improvement of reason and virtue.
2. In the Middle Ages and Renaissance, faith played a good sized role in shaping educational philosophy. On the other hand, the humanist motion considerably influenced instructional methods to grow to be more man or woman-orientated.
3. In modern and current philosophy, the focus has been greater on training as a method of liberation from social and political constraints, even as encouraging college students to assume significantly and examine truth.
4. John Dewey brought the concept of experiential education, which emphasizes college students interacting with their environment and experiences, because studying is an interactive manner in place of an insignificant indoctrination.
5. Educational philosophy has established that education is an ongoing process of interaction between theory and practice, enhancing

individuals' ability to adapt to societal changes and the challenges of the modern age.

Recommendations:

1. Educational systems should focus on enhancing students' critical thinking, encouraging them to ask questions and analyze the systems in which they live.
2. Curricula should be developed that combine theoretical knowledge with practical experiences, as Dewey suggested, to ensure that students learn from their firsthand experiences and develop their intellectual and practical abilities.
3. Curricula must be comprehensive and interdisciplinary, permitting students to learn a lot of talents and information so as to assist them in their expert and private lives.
4. Educational systems should view education as a device for social and political liberation, directing it towards growing individuals' capacities to address social demanding situations and reap justice.
5. The idea of education should not end at the end of school or university, but rather be a continuous process that extends throughout an individual's life. Individuals should be encouraged to engage in continuous learning and contribute to the development of their communities.

Sources & References

1. Al-Abbasi, A. (2020). "Philosophy of Education: Foundation and Application", Dar Al-Kitab Al-Jami'i.
2. Ethics, A. Translated by Ishaq bin Hunayn. Edited, explained and introduced by Dr. Abdul Rahman Badawi, Publications Agency. Kuwait. 1st ed. 1979.
3. Al-Najjar, J. (2018). "Philosophy of Education and Learning: From Classical to Modern Thinking", Dar Al-Nahda Al-Arabiya.

4. Rousseau.J, Emile, translated by Adel Zaiter, Dar Al-Maaref, Cairo, 1956.
5. Al-Basha .S (2016). "Educational Systems and the Development of Philosophical Thought", Dar Al-Kotob Al-Ilmiyyah.
6. Al-Barghouti, S. (2015). "The Impact of Critical Philosophy on Educational Systems", Dar Al-Thaqafa.
7. Al-Jamil, S. (2014)."Plato and Education: A Philosophical Reading", Dar Al-Kotob Al-Ilmiyyah.
8. Al-Qudsi, A. (2018)."Modern Philosophy of Education: A Theoretical and Applied Study", Dar Al-Fikr Al-Arabi.
9. Al-Sagheer, A.R. (2012). "Introduction to the Philosophy of Education", Dar Al-Thaqafa.
10. Al-Hamdi, A. (2015). "Philosophy of Education in Arab-Islamic Thought", Anglo-Egyptian Library.
11. Al-Hashimi, A. (2012). "Educational Philosophy in Islamic Thought: A Study Comparison, Dar Al Fikr Al Arabi.
12. Fouad Bassiouni, One of the Figures of Educational Thought, Alexandria Book Center, Alexandria, 2000.
13. Al Mir, F. (2017). "The Development of Educational Philosophy from Ancient Times to Modern Times", Dar Al Ilm.
14. Al Mustafa, L. (2019)."Transformations in Educational Thought: From Ancient Philosophy to Contemporary Thought" ,Dar Al Kitab Al Arabi.
15. Al Zarqa, M (2009). "Philosophy of Education: Theories and Applications," Dar Al Fikr.
16. Al Zaabi, N. (2013). "Educational Philosophy in Arab Thought," Dar Al Uloom,.
17. Al Tayer, N. (2016). "Philosophy of Education in the Middle Ages," Dar Al Ma'rifa,.

18. Al Rifai, H. (2018).“Education and Its Philosophy: An Analytical Study,” Dar Al Fikr.
19. Al Hussein, Y. (2021). “Philosophy of Education: Foundations and Applications,” Dar Al Mada.