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Relevance of Educational Thoughts of Paulo Freire

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ABSTRACT

Paulo Freire was one of the most influential educationalists of 20th century's world. His educational ideas have been adapted all over the world. He was influenced by Existentialist and Marxist philosophical tradition in education who has given much emphasis on inequality and injustice of the capital system in society. This paper examines the key events of Freire's philosophy as well as educational thoughts. In particular it examines critical pedagogy, banking education system and problem posing model of education given by Paulo Freire. Here, researcher tries to find out how Paulo Freire's idea has influenced the education system. The method employed for the study was documentary research.

Keywords: Pedagogy, Critical Pedagogy, Banking system, Problem- posing model.

1 Introduction

"Education does not transform the world. Education changes the people. People change the world."

-Paulo Freire

Paulo Reglus Nvers Freire was a famous philosopher and educationist of Brazil. He was born on 19th September, 1921 in a middle class family. In March, 1934, his father died, due to which he had to face financial difficulties. In 1934, he took admission in University of Recife and studied Philosophy and Language psychology. He worked as educationalist, reformer and consultant. By joining the Labour Party in the city of Freire Sao Paulo (1980-1988), he worked as an adult supervisor in literacy project and had an adult literacy mission. In 1988, he was appointed as educational secretary in Sao Paulo. He made his special contribution in education and delivered education to the general public. He died on 2nd May, 1997 due to a heart attack in Sao Paulo. He was the most significant educational thinker of the 20th century. His most famous educational texts were the 'Pedagogy of the Oppressed' and 'Cultural Action for Freedom'. He made a considerable impact on the development of educational practices, informal education and in adult educational programme.

2 Objectives

1. To discuss the educational philosophy of Paulo Freire.
2. To describe the educational views of Paulo Freire.
3. To investigate the Pedagogy approach to Education suggested by Paulo Freire
4. To assess the critical pedagogy of Paulo Freire in education.
5. To examine the banking education system of Paulo Freire in education.
6. To evaluate the problem possessing model of Paulo Freire in education.

3 Methodology

The study was conducted based on the method of document review in accordance with the qualitative approach of research. The information presented in this paper was collected from primary and secondary sources like various books, Research Article, Magazines, Research Journal, and from e-journal. The methods utilized for gathering information were document review, archival investigation, Representative themes that were found across materials gathered were coded and analysed for presentation. In this study, Paulo Freire philosophical, educational views pedagogical approach, critical pedagogy, banking system of education and problem posing model and opinions on various subject matters have been analysed. For conducting the study, some documents which are related to Paulo Freire used by researcher. Each document contents were examined in detail by researcher.

4 Philosophy Of Paulo Freire

Paulo Freire was the most significant educational thinker and philosopher of the 20th century. He was influenced by Existentialist and Marxist philosophical tradition in education. He gave much emphasis on inequality and injustice of the capital system in society.

He concern with conscious and the way people construe the world influenced by existential-phenomenological views. "Reality is never just simply the objective datum, the concrete fact, but it is also man's perception of it." His discussion of inter subjectivity, intentionality, authenticity and cultural action for freedom can be traced to his existential phenomenological concerns.

Freire was deeply influenced by the ideas of Karl Marx especially in relationship to class structures in countries like Brazil. In Brazil, most of the people were peasants and most of them could not read or write.

He was also a deeply religious man and he was influenced by ideas of liberation theology. Liberation theology arose principally as a moral reaction to the poverty caused by social injustice in that region.

❖ Important Works and Publications:

- Pedagogy of the oppressed (1970)
- Culture action for freedom (1970)
- Education for consciousness (1973)
- Conscientization (1975)
- Pedagogy is process (1978)
- Pedagogy of the city (1993)
- Pedagogy of liberation (1992)
- Pedagogy of freedom (1998)
- Politics of education (1998)
- Teacher as cultural workers: letter to those dare teach (1998)

5 Paulo Freire's view on education:

Paulo Freire was the most significant educational thinker of the 20th century. His thought of education was entirely influenced by Marxism, Existentialism and his Radical Ideology. Freire believed that the educational system played a central role in maintaining oppression and thus it had to be reformed in order for things to change for the oppressed. According to Freire, "a humanizing education is the path through which men and women can become conscious about their presence in the world."

❖ Aims of Education:

According to Freire, aim of education is to break the culture of silence among the oppressed and making conscientization among them in order to make them fully human. Freire believed that the goal of education should be freedom to speak, think and act in an authentic way. His educational thoughts were based on developing a dialectical perception of reality. His contribution analyses how to be with the people so that they can develop the way of thinking. Following are the important constructs of Freire's educational views

- Freire wanted to transform the world, especially world of oppressed people through education.
- Freire wanted to develop awareness in the people.
- Freire wanted to education helps to understand people themselves and the world around them.
- Freire wanted to achieve personal freedom and social justice through education.
- Freire wanted to develop critical literacy through education.
- Freire wanted to de-socialization through education.
- Freire wanted to create dialogues.
- Freire wanted to humanize individual.
- Freire wanted to critical valuation.

❖ **Methods of Education:**

❖ Three Basic Steps of this Methodology are

- **To See:** The situation as participation experience.
- **To Analyze:** The situation why did happen?
- **To Act:** To change the situation.

❖ **Generative Method:**

Participation research, background and fact about this issues.

❖ **Codification Method:**

Create a material representation to capture the generative themes.

❖ **Lecture Method:**

An oral presentation of the lesson by the teacher is know as lecture. Lecture is most ancient method.

Curriculum:

Paulo Freire's perspective, curriculum planning is a fully people oriented process. He believed that curriculum is an ongoing process which can be done through mutual participation of teachers and students. According to Paulo Freire, Art, Social Justice, Humanities, Mathematics, Science, Social Studies, History, Physical Education etc. should be added in the curriculum as subjects.

- The curriculum should be related to the live of the people.
- The curriculum based on the students' experience.
- The curriculum should be problem based.
- The curriculum should be democratic.

❖ **Role of teacher:**

Teacher makes the student as thinkable mind. He will present the problem in such a way that the student asks questions. He should make sure that both his teaching method and the subject matter of the teaching are worldly and related to the life of learner.

- The teacher-
 - Should not say I am more powerful
 - Should not follow autocratic model
 - Should not control the student

6 Pedagogical approach of Paulo Freire in education:

Paulo Freire's pedagogy of literacy education involves not only reading the word, but also reading the world. This involves the development of critical consciousness which allows people to question the nature of their historical and social situation, to read their world, with goal of acting as subjects in the creation of a democratic society.

Characteristics of Paulo Freire pedagogy:

- **Education for liberation:**
Liberated education enables the learner to know their democratic right to participate in social transformation. Freire's pedagogy is an educational plan to liberate those who are oppressed.
- **Education for conscientization:**
Cultivation of critical consciousness in the learner is needed. It is the ability to critically perceive the causes of social, political and economic oppression.
- **Problem posing education:**
It is the alternative method of education and against of banking system of education. This method starts from life situation and reality of the learner and encourage student to become active in thinking about their world.
- **Transformative social justice learning:**
Helps people to question their own belief, assumption, felling to reach understanding of themselves and their world. It forces the capacity to live life more meaningful.

7 Critical pedagogy of Paulo Freire in education:

“Education makes sense because women and man learn, that, through learning the can make the remake themselves, because women and man are able to take responsibility for themselves as beings capable - of knowing of knowing that they know and knowing that they don't.”- **Paulo freire**

Critical pedagogy is a philosophy of education and social movement that develops from critical theory. It rejects the idea that knowledge is ever politically neutral and argues that teaching is an inherently political act. It insists that issues of social justice and democracy are not distinct from the act of teaching and learning. Critical pedagogy comes from Portuguese term. Critical consciousness encourages individuals to affect change in their world through social and political action in order to self actualizes.

Characteristics of critical pedagogy:

- Develops the critical awareness of the learner.
- This approach is problem based.
- Creates egalitarian and just society
- Is focused on dialogue instead of one way transmission of knowledge.
- Justice and equality in education.
- Promotes emancipation and intellectual growth

8 Banking system of education of Paulo Freire:

The term ‘banking system education’ is a phrase used ironically by Paulo Freire to describe the prevailing system of education, He called the traditional system of education as ‘banking education’ because in this banking concept, education is treated and practiced as a depositing activity. In this depositing act, students become depositories and teacher the depositor. The scope of action allowed to the students, extends only as far as receiving, filling, and storing the deposits.

Here,

- Education play role as – Act of depositing
- Teacher play role as – Depositor
- Student as - Depositories

Characteristics of banking education system:

- It is one way method of teaching.
- It shows the teacher as a donor and student as a receiver.
- The teacher talks and the students listen-modestly.
- The teacher chooses the program content, and the students adapt to it.
- This form of education is fundamentally narrative in character in which the students patiently receive, memorize and repeat.

9 Problem posing model education of Paulo Freire:

Problem-posing is an alternative method of education suggested by Paulo Friere. This method challenges the banking education model. In this model, teacher throw problem in the classroom. Where students and teacher both to discuss and analyse their experience, fallings and knowledge of the world together and try to find out solution of the particular problem.

Characteristics of problem posing method:

- Problem posing method inspires learner to think critically.
- Problem posing method helps students to be active in thinking about and acting upon their world.
- It shows a good relationship between teacher and students.
- It is a process of learning in which the teacher and students learn together.

10 Findings:

- Freire’s philosophy of life was known as scientific revolution in humanism.
- Freire’s critical pedagogy talked about making teacher and students aware of the politic that surround education.
- Freire’s banking system education talked about teacher provides knowledge to the learners for filling their mind in one way.
- Freire’s problem-posing model talked about teacher and students discusses their own thoughts, concepts on two ways.

11 Conclusion:

It may be said that Paulo Freire was an important reformer of education in 20th century in the world. He was influenced by Existentialist and Marxist philosophical tradition in education who has given much emphasis on inequality and injustice of the capital system in society. He is often described as humanistic, militant educator who believed that solutions are always found in concrete context. Freire said that student should be asked what they want to learn and there must be a collaboration, union and cultural synthesis.

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