



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Examining Paulo Freire's Impact on Educational Theory and Practices

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ABSTRACT:

This paper examines Freire's impact on educational theory and practices, focusing on his development of critical pedagogy—a transformative approach that challenges traditional power dynamics and promotes social justice. Freire's critique of the "banking model" of education, which treats students as passive recipients of knowledge, led to the advocacy of a problem-posing education that fosters critical consciousness and active participation. His emphasis on dialogue, empowerment, and praxis has reshaped pedagogical strategies to prioritize student agency and collaborative learning. By exploring Freire's influence on both theoretical frameworks and practical applications in diverse educational settings, this study highlights how his ideas have been adopted and adapted to foster more inclusive, participatory, and socially transformative educational environments. The analysis underscores the enduring relevance of Freire's philosophy in addressing contemporary educational challenges and promoting a more equitable and democratic society. His impact on educational theory and practices provides valuable insights for enhancing teaching methodologies, critical thinking and improving educational outcomes. It also inspires educators to create more inclusive and engaging learning environments.

Keywords: Critical Pedagogy, Banking Model, Problem-Posing Education (PPE)

Introduction :

Freire was born on 19 September 1921 to a middle-class family in Recife, the capital of the northeastern Brazilian state of Pernambuco. Paulo Freire, a Brazilian educator and philosopher, is renowned for his transformative influence on educational theory and practice worldwide. Paulo Freire stands as a towering figure in the realm of educational theory, renowned for his groundbreaking ideas that challenge traditional pedagogical practices and advocate for a liberatory approach to education. His ideas have resonated deeply in contexts ranging from formal schooling to community development, offering a profound critique of traditional pedagogical methods while advocating for a liberatory approach to education. His seminal work, "Pedagogy of the Oppressed," published in 1968, marked a watershed moment in educational philosophy, introducing concepts that continue to resonate profoundly in educational discourse worldwide.

At the heart of Freire's philosophy lies his critique of "banking education," a term he coined to describe the traditional teacher-centered approach that treats students as passive recipients of knowledge. In contrast, Freire proposed an emancipatory model of education grounded in dialogue, critical consciousness, and praxis—the fusion of theory and practice. His seminal work, "Pedagogy of the Oppressed," published in 1968, challenged educators to engage students as active participants in their own learning process, fostering critical thinking and social transformation.

Freire's educational thought lies his critique of "banking education," a system where teachers deposit knowledge into passive students, treating them as receptacles rather than active participants in the learning process. Freire argued vehemently against this dehumanizing approach, proposing instead a pedagogy rooted in dialogue, critical consciousness, and praxis—the integration of theory and practice. Central to his philosophy is the concept of conscientization, where individuals develop a critical awareness of their social reality and are empowered to take action to transform it.

Freire's ideas have had a profound impact not only on educational theory but also on educational practices across diverse contexts. His advocacy for literacy as a means of empowerment, particularly among marginalized communities, has influenced adult education programs globally. Moreover, his emphasis on education as a tool for social justice and democratic participation has resonated deeply in movements advocating for equality and human rights. His emphasis on literacy as a tool for empowerment and his advocacy for a pedagogy that respects learners' experiences and cultures have made him a beacon for educators seeking to address inequalities and cultivate democratic citizenship.

This research paper aims to critically examine the key tenets of Freire's educational philosophy, their evolution over time, and their application in diverse educational settings. By analysing case studies, educational policies, and scholarly debates, this study seeks to elucidate how Freire's ideas have been interpreted, adapted, and integrated into educational practices globally. Furthermore, it aims to assess the challenges and successes encountered in implementing Freirean principles, exploring their relevance in contemporary educational landscapes characterized by rapid technological advancements and socio-political transformations.

In tracing Freire's impact on educational theory and practice, this dissertation not only contributes to a deeper understanding of his legacy but also offers insights into how educators can effectively promote social justice, critical consciousness, and human liberation through innovative pedagogical approaches. By critically engaging with Freire's work, this study endeavours to contribute to ongoing discussions in education about the potential for transformative change through conscientization and praxis.

Paulo Freire's educational thought continues to inspire educators and researchers to critically examine and innovate pedagogical practices aimed at promoting equity, justice, and human dignity. This research paper endeavours to explore, analyse, and evaluate the profound impact of Freire's ideas, offering a compelling case for their relevance and transformative potential in contemporary educational contexts. This paper explores the enduring impact of Freire's work on educational theory and practice, examining how his concepts have shaped and continue to shape contemporary educational frameworks.

Background of the study

The research topic that I have chosen is "Examining Paulo Freire's Impact on Educational Theory and Practices." I've found a lot of research on Educational Thoughts of Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Savitribai Phule, Nel Nodding's, and Wollstonecraft. But there is a very few research on Paulo Freire's, which attracted me. Besides, I have personal interest on Paulo Freire's and his Pedagogy theory. I hope that this research on Paulo Freire's will definitely fulfil my thrust and will definitely uncover some new areas.

Rational of the study

Freire is a prominent educational theorist known for her work on the pedagogy of oppressed, and banking education and its application to education. his educational thoughts have been the subject of significant research, with various authors highlighting different aspects crucial for several reasons:

1. **Pedagogical Innovation:** Freire introduced transformative educational theories that emphasize critical thinking, dialogue, and social justice. Understanding his ideas helps educators innovate and improve teaching methods.
2. **Social Justice:** Freire's work is deeply rooted in social justice and aims to empower marginalized groups through education. Studying his impact helps evaluate how effective educational practices can contribute to societal equality and empowerment.
3. **Global Influence:** Freire's ideas have influenced educational practices worldwide, particularly in contexts where inequality and oppression are prevalent. Examining his impact provides insights into how his theories are adapted across different cultures and educational systems.
4. **Philosophical Foundations:** Freire's theories are grounded in a philosophical framework that challenges traditional authoritarian educational structures. Exploring his impact helps educators and scholars reconsider the fundamental goals and methods of education.
5. **Policy Implications:** The study of Freire's impact can inform educational policies by highlighting effective strategies for fostering critical consciousness and active citizenship among students.
6. **Continued Relevance:** Freire's ideas continue to be relevant in contemporary educational debates, such as the role of education in democracy, the digital age, and globalization. Examining his impact helps educators address current challenges in education.

In essence, studying Paulo Freire's impact on educational theory and practice illuminates transformative approaches to education that prioritize equity, critical thinking, and the empowerment of learners. It provides a foundation for rethinking educational paradigms and advancing more inclusive and effective teaching practices

Related Literature and Studies

W. Apple. M. (2011) Conducted a study on 'Paulo Freire, critical pedagogy and the tasks of the critical scholar/activist'. in this article, he connects a number of the key arguments that have come out of the work of Paulo Freire with recent theories that have increasingly made an impact in critical education. In the process, he examines some of the strengths and weaknesses of these new approaches and provide a set of criteria tasks that we can use to judge how critical these approaches and their proponents actually are.

Shih, H. (2018) Conducted a study entitled 'Some Critical Thinking on Paulo Freire's Critical Pedagogy and Its Educational Implications'. this paper aims to critically think about some points of Paulo Freire's critical pedagogy and its educational implications. Firstly, this paper explores the influence of life experiences and the Frankfurt School on the development of Freire's critical pedagogy. Secondly, it aims to critically assess some points of Freire's critical pedagogy, and illuminate their educational implications. The following points of his critical pedagogy are included: (1) education as the practice of freedom, and (2) dialogue, problem-posing education and conscientization. It is hoped that such an exploration can bring some inspiration to education, and benefit the development of education.

Suzina, A.C. & Tufte, T. (2020) Made a study on 'Freire's vision of development and social change: Past experiences, present challenges and perspectives for the future'. This article proposes to view Freire's thinking beyond a pedagogical method and rather as a model or even paradigm of development and social change. To build this as an original argument we firstly outline Freire's ontological call, presenting and discussing his underlying five principles, of which one in particular, dialogue, situates Freirean thinking within communication theory. Secondly, we trace Freire's legacy by presenting and discussing how Freire inspired three significant Ibero-American thinkers and practitioners within performing arts (Augusto Boal), communication (Juan Diaz Bordenave) and epistemology of change (Boaventura de Sousa Santos). This analysis underscores Freire's significant legacy along global intellectual pathways both within humanities and social sciences. Finally, we deepen our analysis of Freire's vision of development and social change, unpacking how he navigates between a normative vision grounded in a utopian aspiration for change, and a very systematic and rigorous methodology, his liberating pedagogy.

Singh, C. B. (2021) Examined a study on 'Paulo Freire's Critical Pedagogy in Educational Transformation'. this article is to reflect critically on some of the key aspects of Paulo Freire's critical pedagogy and its contribution to educational transformation. This study is based on critical interpretation and the concept of some key terms in particular. First, this article gives a glimpse into the background of critical thinking, the theoretical basis of Freire's

critical pedagogy, and his life experience. Similarly, Freire's critical thinking on the banking education system, which hinders the development of learner's creative thinking, is discussed.

Corbett, j. & Guilherme, M. (2021) Investigated a study on 'Critical pedagogy and quality education (UNESCO SDG-4): the legacy of Paulo Freire for language and intercultural communication'. The articles in this special issue of LAIC represent a further contribution to the exploration of Freire's pedagogy. The editors invited and solicited contributions that would attend to the global legacy of Paulo Freire to education in the twenty-first century, and, in particular, to education that engages with intercultural communication in light of the UNESCO sustainable development goal of delivering 'quality education' for all by 2030. The articles collected here speak eloquently, affectionately, and, at times, critically of Freire and his impact on educational philosophy and practices.

Akhter, S. & Zai, F. (2023) Investigated a study on 'Empowering Marginalized Voices: Paulo Freire's Critical Pedagogy as a Path to Social Justice and Liberation in Education'. The paper begins by situating Freire's ideas within the socio-political landscape that influenced his thinking. It expounds on the fundamental principles of Freire's critical pedagogy, such as the importance of dialogue as a means of liberation and the transformative process of conscientization that awakens individuals to their social realities. In the modern educational landscape, where social inequalities persist, Freire's critical pedagogy remains highly relevant. The paper investigates how educators, institutions, and policymakers can apply his principles to address present-day challenges and foster inclusive learning environments. Through a comparative analysis with other educational philosophies, the research underscores the distinct contributions of Freire's approach and its potential to reshape educational practices.

The entire reviews manner included that there has more knowledge gap seeing, The Researcher select this idea is valuable in this research purposes. So, The Researcher Finally does the work on "*Examining Paulo Freire's Impact on Educational Theory and Practices*".

Purposes of the Study

1. To Discuss the educational thoughts of Paulo Freire's.
2. To Explain the critical pedagogy of Paulo Freire's.
3. To Critical view on the concept problem posing education (PPE) and banking model of education.

Research Question

1. What are Paulo Freire's educational thoughts?
2. What is meant by the critical pedagogy of Paulo Freire?
3. What is the concept of problem posing education (PPE) and the banking model of education?

Delimitation of the Study:

The study is delimited to the following areas only,

- Here the researcher discusses the educational theory of Paulo Freire's.
- The study is delimited to the concept of critical pedagogy of Paulo Freire's.
- The study is delimited to the concept of problem posing education (PPE) and banking model of education.

Methodology:

This study is qualitative research. It is associated with historical research and it deals with bibliographic approach. The method of Historical Research is adopted by the researcher in order to conduct his study. There are two types of sources in historical research. These are primary and secondary sources. In this research study both primary and secondary data has been used by the researcher. The primary sources were the journal, essay, Book, writings etc. written by the Paulo Freire. The secondary sources are thesis, published journals, articles, magazines, books on Paulo Freire.

Sources of Data:

This is a Qualitative Research. There are two sources of Data (Primary sources and Secondary sources).

Primary Source:

- Pedagogy of the oppressed
- Education: The practice of freedom
- Pedagogy of the heart
- Pedagogy of freedom
- The polices of Education
- Education for critical consciousness

Secondary Source:

- 📖 Mayo, P. (1999). Gramsci, Freire and adult education: Possibilities for transformative action. London: Zed Books.
- 📖 Roberts, P. (2010). Paulo Freire in the 21st century: Education, dialogue and transformation. Boulder: Paradigm Publishers.
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- ✦ Darder, A. (2002). *Reinventing Paulo Freire: A pedagogy of love*. Boulder, CO: Westview Press.
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- ✦ Benade, L. (2012). *From technicians to teachers: Ethical teaching in the context of globalized education reform*. New York: Continuum.
- ✦ https://en.wikipedia.org/wiki/Paulo_Freire
- ✦ <http://dx.doi.org/10.29121/granthaalayah.v9.i4.2021.3813>
- ✦ <https://www.beds.ac.uk/jpd/journal-of-pedagogic-development-volume-2-issue-3/key-pedagogic-thinkers-paulo-friere>
- ✦ [https://r.search.yahoo.com/_ylt=AwrPo_Hs951m3LM68HvnHgx.;](https://r.search.yahoo.com/_ylt=AwrPo_Hs951m3LM68HvnHgx;)
- ✦ <https://doi.org/10.1093/acrefore/9780190264093.013.10>

The educational thoughts of Paulo Freire's.

Freire offers in his book *Pedagogy of the Oppressed* a detailed analysis of the shortcomings of the prescriptive style of teaching. In prescriptive teaching teacher assumes an authoritarian role. Freire refers this as the banking system. In the banking system of education, the man's transaction is the act of transferring information from teachers head and depositing in students' heads. Here the students are the depositories and the teacher the depositor. In opposition to this domesticating system, Freire suggests a problem posing education which will break the vertical pattern characteristics of the traditional teacher student relations by establishing a horizontal dialogue. According to Freire: No one can teach anyone else; no one earns alone; people learn together, acting in and on their world. His views on the aims of education are deeply rooted in his desire to create a more just and equitable society. Here are some key aims of education according to Freire:

1. **Transformative Education:**
 - Freire saw education as a tool for social transformation. He believed that through education, people could become aware of their oppressive conditions and work collectively to change them.
 - This involves moving from a passive acceptance of the world as it is to an active engagement in shaping it.
2. **Critical Consciousness:**
 - Developing critical consciousness, or conscientizes, is central to Freire's vision. This means becoming aware of social, political, and economic contradictions and taking action against oppressive elements.
 - Education should foster a deep understanding of one's reality and the systemic forces at play, empowering individuals to challenge and change these systems.
3. **Dialogue and Participation:**
 - Freire emphasized the importance of dialogue in the educational process. Genuine dialogue involves respect, humility, and a willingness to learn from others.
 - Through participatory dialogue, individuals can share experiences, reflect critically, and collaborate to envision and create a better world.
4. **Praxis: Reflection and Action:**
 - Praxis, the combination of reflection and action, is essential for making the world. Freire believed that reflection without action is mere verbalism, while action without reflection is activism without clear direction.
 - True praxis involves critical reflection that leads to informed, transformative action.
5. **Humanization:**
 - Freire's concept of making the world involves humanization, the process of becoming more fully human by overcoming dehumanizing conditions.
 - Education should help individuals reclaim their humanity and strive for a society where everyone can achieve their full potential.
6. **Empowerment and Agency:**
 - Freire's approach empowers individuals to take control of their own lives and destinies. Education should build agency, enabling people to be active participants in shaping their world rather than passive recipients of knowledge.
7. **Collective Struggle and Solidarity:**
 - Making the world, according to Freire, is a collective endeavor. It requires solidarity and collective struggle against oppression.
 - Education should build a sense of community and shared purpose, encouraging individuals to work together for social justice.
8. **Ethical and Political Commitment:**
 - Freire believed that education is inherently political and should be committed to ethical principles of justice, equality, and human dignity.
 - Educators and learners alike should be aware of their ethical responsibilities and strive to make the world a more just and equitable place.

Freire's vision of making the world through education is a dynamic and ongoing process. It calls for a deep commitment to social justice, critical thinking, and transformative action, aiming to create a world.

The critical pedagogy of Paulo Freire's.

Paulo Freire's concept of critical pedagogy is a transformative educational philosophy that aims to empower learners and challenge traditional power dynamics in education. Critical pedagogy is an educational approach for developing critical consciousness or critical awareness in the learner. Critical consciousness is ability to critically perceive the causes of social, political and economic oppression and to take action against the oppressive elements of society.

Critical pedagogy is defined as an education methodology that seeks to increase student awareness of the hidden curriculum's inequalities and multiple form of oppression that exist in the society, and encourage them to take step towards creating a more democratic and equitable society (Babei,A.& Ali,K. 2014)

Critical pedagogy takes as a central concern the issue of power in the teaching and learning context. It focuses on how and in whose interests, knowledge is produced and passed on 'and view the ideal aims of education as emancipator. It considers how education can provide individuals with the tools to better themselves and strengthen democracy, to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change (Winton 2006)

Features of critical pedagogy:

- ✦ **Education as Pedagogy:** Critical pedagogy operates on the idea that all forms of education are inherently pedagogical. This means every educational interaction can be analyzed through the lens of pedagogy—how teaching methods influence and shape learning.
- ✦ **Empowerment through Tools:** It equips learners with tools and skills to improve themselves and understand the world around them. The goal is to enable learners to critically engage with and transform their own lives and the world.
- ✦ **Issue-Based Approach:** Critical pedagogy focuses on issues or problems as the basis for learning. This approach encourages students to explore and address real-world problems rather than merely absorbing information.
- ✦ **Critical Analysis of Knowledge:** It helps learners develop the ability to critically analyze how knowledge is created and who benefits from it. This means questioning whose perspectives are included or excluded in the construction of knowledge.
- ✦ **Active Participation:** It shifts the learner from being a passive listener to an active participant in their own education.
- ✦ **Transformation from Objects to Subjects:** Critical pedagogy aims to transform learners from passive recipients of information (objects) into active participants in their own learning and understanding (subjects). This transformation empowers learners to take ownership of their educational journey and their role in society.

This approach has significant implications for educational practices, advocating for a more inclusive, participatory, and transformative educational system.

The banking model of education:

The banking model of education, according to Freire, is a method of teaching and learning where the teacher "deposits" information into students, who passively receive it. Paulo Freire's critique of the "banking model" of education is a cornerstone of his educational philosophy. This model is characterized by a top-down approach to teaching and learning, where knowledge is viewed as a commodity to be deposited into students by the teacher. This approach is characterized by several key features:

- **Passive Reception:** Students are viewed as passive recipients of knowledge, akin to empty vessels or containers into which information is poured.
- **Teacher-Centred:** The teacher is the primary authority and the sole source of knowledge, dictating what is to be learned.
- **Lack of Critical Thinking:** There is little to no emphasis on critical thinking or understanding. Students are expected to memorize and regurgitate information rather than engaging with it critically.
- **Static Knowledge:** Knowledge is treated as a static and unchangeable commodity, rather than something dynamic and evolving.
- **Dehumanization:** This model dehumanizes students by treating them as objects rather than active participants in their own education.

Mechanics of the Banking Model

- **Depositing Information:** Teachers "deposit" facts and information into students, who are expected to memorize this information and reproduce it on demand.
- **Repetition and Memorization:** The focus is on rote learning, where repetition and memorization are prioritized over comprehension and critical analysis.
- **Assessment:** Success is measured by the ability of students to recall and repeat the information they have been given, often through standardized testing.

Freire's Critique

Freire's critique of the banking model is rooted in his belief that education should be a practice of freedom, not domination. He argues that this model:

- **Perpetuates Oppression:** By treating students as passive objects, the banking model perpetuates a form of oppression, where the teacher's authority is never questioned, and students are conditioned to accept the status quo.
- **Fails to Promote Critical Consciousness:** Critical consciousness, or conscientization, is the ability to perceive and challenge social, political, and economic contradictions. The banking model does not foster this kind of awareness, as it discourages critical thinking and dialogue.
- **Undermines True Learning:** True learning involves the active engagement and transformation of knowledge. The banking model, by contrast, treats learning as the mere absorption of information.

Problem-posing education:

Problem-posing education is Paulo Freire's alternative to the traditional "banking model" of education. It is a pedagogical approach that emphasizes critical thinking, dialogue, and the active participation of students in their own learning process. This model focuses on dialogue, critical thinking, and the co-creation of knowledge. Here is a detailed exploration of problem-posing education according to Paulo Freire:

Core Principles

- **Dialogical Learning:** Education is seen as a dialogical process where both teachers and students learn from each other through open, respectful dialogue.

- **Critical Consciousness:** The aim is to develop students' critical consciousness, enabling them to perceive and challenge social, political, and economic contradictions.
- **Active Participation:** Students are active participants in their own learning, contributing their experiences and insights to the educational process.
- **Knowledge as a Process:** Knowledge is viewed as something dynamic and evolving, co-created through interaction rather than transmitted from teacher to student.

Mechanics of Problem-Posing Education

- **Dialogical Method:** Teachers and students engage in dialogues about real-world issues. This method encourages mutual respect and the sharing of experiences and perspectives.
- **Questioning and Reflection:** Teachers pose problems related to the students' lives and contexts. Students are encouraged to question, reflect, and discuss these problems, leading to deeper understanding and critical awareness.
- **Collaborative Learning:** Learning is a collaborative process where the roles of teacher and student are fluid. Both parties contribute to the creation of knowledge through discussion and critical inquiry.
- **Praxis:** Praxis, the combination of reflection and action, is central to problem-posing education. Students are encouraged to apply their learning to real-world situations, reflecting on their experiences and taking action to effect change.

Role of the Educator

In problem-posing education, the role of the educator is fundamentally different from that in the banking model:

- **Facilitator:** The educator acts as a facilitator rather than a transmitter of knowledge. They guide the dialogue, pose questions, and encourage critical thinking.
- **Co-Learner:** The educator is also a learner in the process. They engage with students' ideas and perspectives, contributing their own experiences to the dialogue.
- **Empowered:** The educator's goal is to empower students to become critical thinkers and active participants in their own learning and in society.

Benefits of Problem-Posing Education

- **Development of Critical Thinking:** This approach fosters critical thinking skills, enabling students to analyze and challenge existing knowledge and societal structures.
- **Empowerment:** Students become empowered to take control of their own learning and to see themselves as capable of contributing to and transforming their world.
- **Relevance:** Education becomes more relevant to students' lives, as it is based on their experiences and the real-world issues they face.
- **Engagement:** Students are more engaged and motivated, as they actively participate in the learning process and see the direct application of their learning.

Challenges and Considerations

Implementing problem-posing education can present challenges, including:

- **Teacher Training:** Educators need training and support to adopt this approach effectively. They must be skilled in facilitating dialogue and encouraging critical thinking.
- **Institutional Support:** Schools and educational institutions need to support and value this approach, which may require changes in curricula, assessment methods, and teaching practices.
- **Cultural Resistance:** In some contexts, there may be resistance to this approach due to entrenched beliefs in traditional, authoritarian models of education.

Alternative methods: Problem-Posing Education

Problem-posing education is a transformative approach that shifts the focus from passive reception to active engagement, critical thinking, and dialogue. By fostering critical consciousness and empowering students, this model seeks to create an educational experience that is relevant, participatory, and capable of promoting social change. In contrast to the banking model, Freire proposes a "problem-posing" model of education:

- **Dialogical Relationship:** In this model, education is a dialogical process where teachers and students learn from each other through dialogue.
- **Critical Engagement:** Students are encouraged to critically engage with content, question assumptions, and explore ideas.
- **Active Participation:** Students actively participate in their own learning, contributing their experiences and perspectives to the educational process.
- **Transformative Action:** Education becomes a practice of freedom, where students are empowered to take action to transform their world.

His vision is for an educational system that empowers students to become agents of change, capable of critically engaging with and transforming their world.

Findings of the study

- **The educational thoughts of Paulo Freire's.**

Paulo Freire's educational thoughts, as outlined in his book *Pedagogy of the Oppressed*, provide a comprehensive critique of traditional education and propose a transformative model. Here's a detailed analysis based on his ideas:

Critique of Prescriptive Teaching (Banking Model): Freire critiques the traditional "banking" model of education, where the teacher deposits knowledge into passive students. This model is criticized for its authoritarian nature, where the teacher is seen as the sole authority, and students merely

receive and memorize information without engaging critically.

Transformative Education: Freire views education as a powerful tool for social change. He argues that education should help individuals become aware of their oppressive conditions and work together to transform them. This involves shifting from passive acceptance to active participation in changing societal structures.

Critical Consciousness: Developing critical consciousness is central to Freire's philosophy. It involves recognizing and understanding social, political, and economic injustices and taking action to address them.

Freire's educational philosophy is dynamic and calls for a profound commitment to social justice, critical thinking, and transformative action.

- **The critical pedagogy of Paulo Freire's.**

Freire's critical pedagogy is an educational approach aimed at developing critical consciousness among learners, which involves understanding and challenging social, political, and economic injustices. Unlike traditional educational models that often reinforce hierarchical power dynamics and passive learning, critical pedagogy promotes a dialogic and participatory learning process. This approach encourages students to critically analyze how knowledge is constructed and whose interests it serves, empowering them to actively engage in societal transformation. By focusing on real-world issues and fostering active participation, critical pedagogy seeks to create a more equitable and democratic society, where education becomes a tool for social change and liberation.

- **The concept problem posing education (PPE) and banking model of education.**

Paulo Freire's contrasting concepts of the banking model of education and problem-posing education (PPE) have generated extensive discourse in educational theory. Here is a critical view of these concepts, highlighting their strengths and weaknesses:

Banking model of education	Analysis	Problem-posing education
<ul style="list-style-type: none"> • Education as the transmission of fixed knowledge from teacher to student. It maintains existing power structures and promotes conformity. 	Philosophy	<ul style="list-style-type: none"> • Education as a collaborative process of knowledge creation. It challenges existing power structures and promotes critical thinking and social change.
<ul style="list-style-type: none"> • Memorization and reproduction of information. 	Focus	<ul style="list-style-type: none"> • Critical thinking, problem-solving, and the application of knowledge to real-world issues.
<ul style="list-style-type: none"> • The banking model provides a structured approach to learning. • The banking model can be more efficient in delivering information to a broad audience. • Quantifiable Assessment. 	Strengths	<ul style="list-style-type: none"> • Problem-posing education encourages active participation, where students engage in dialogue and critical thinking. • This model empowers students to take control of their own learning and to see themselves as agents of change in society. • This model promotes collaboration between students and teachers.
<ul style="list-style-type: none"> • The primary criticism of the banking model is its emphasis on passive learning. • Freire argues that this model dehumanizes students by treating them as objects rather than active participants in their own education. • Students may become disengaged and disinterested in their education, as they are not actively involved in the learning process. 	Weaknesses	<ul style="list-style-type: none"> • Implementing problem-posing education requires significant changes in teaching practices and curricula. • Assessment Difficulties: Traditional assessment methods may not be suitable for problem-posing education. • This approach can be more resource-intensive, requiring smaller class sizes and more personalized attention from educators.

Conclusion :

In conclusion, Paulo Freire's revolutionary contributions to educational theory and practice have profoundly reshaped the landscape of modern education. His emphasis on dialogue, critical thinking, and the active participation of learners has inspired educators to move away from the passive, rote-based "banking" model of education. Instead, his framework encourages a reciprocal learning process where both educators and students engage in mutual inquiry, fostering deeper understanding and more meaningful educational experiences. This shift has led to the development of student-centered pedagogies that are more responsive to the diverse needs and backgrounds of learners.

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