The Importance of Modern Technologies in the Teaching of Philosophy

Jamshid Kadamovich Yusubov
Doctor of Philosophy in Political Science (PhD), Associate Professor of “Civil Society and Legal Education” National University of Uzbekistan named after Mirzo Ulugbek.
E-mail: jamshid_yusupov@mail.ru

Jaloliddin Kadamovich Yusubov
Doctor of Philosophy (PhD) in Philosophy, Acting Associate Professor of “Civil Society and Legal Education” of the National University of Uzbekistan named after Mirzo Ulugbek.
E-mail: jaloliddin_manaviyat@mail.ru

Jalilov Bakhtiyor Khidaevich
Candidate of Philosophical Sciences, Associate Professor of “Fundamentals of Philosophy and Spirituality”, of the National University of Uzbekistan named after Mirzo Ulugbek.
E-mail: djalil.sardor@mail.ru

Umrbek Shonazarovich Khadjiev
Doctor of Philosophy (PhD) in Philosophy, Senior Lecturer, Department of “National Ideology, Fundamentals of Spirituality and Legal Education”, Urgench State University.
E-mail: insonxush@gmail.com

Ozodbek Nematovich Nematov
Master’s Student, National University of Uzbekistan named after Mirzo Ulugbek.
E-mail: ozodbekjon-nematovich@mail.ru

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Abstract

This article discusses the importance of modern technology in the teaching of philosophy. One of the significant methodological difficulties in understanding the problem of technologization of education is due to the ambiguity of the interpretation of the concept of educational technology in pedagogy (researchers identify more than six aspects of understanding technology, reflected in the definitions of this concept. Due to the noted semantic ambiguity of the concept under consideration, the arsenal of educational technologies, reflected in modern scientific and pedagogical literature, includes educational approaches, and types of educational activities, and methods, and methods and forms of education.
Introduction

In recent decades, information systems and technologies have penetrated deeper into human life, changing their perception and understanding of reality, style of thinking, ethical, aesthetic, value attitudes and worldview in general. Computerization covers all spheres of society, manifesting itself on a larger and larger scale in various areas of human activity. You can talk as much as you like about the positive and negative aspects of scientific and technological progress, but the fact remains: the modern average person no longer imagines life without various kinds of gadgets, without the Internet, without the ability to be constantly in touch with the virtual world.

Moreover, adequate perception and assimilation of information, including educational information, is almost impossible without the use of computer technology. The overwhelming majority of modern schoolchildren and students (and their teachers and teachers too - especially young professionals), preparing for the next lesson or creating a creative or scientific project, first of all turn to the Internet resources, in the vastness of which you can find practically any necessary information.

The Main Findings and Results

The entire educational process in all its aspects today is closely related to information technologies, which intensify it, allowing to significantly increase the effectiveness of the interaction between the teacher and the student and its result.

A variety of electronic libraries, encyclopedic sites, portals with virtual excursions to various sights of the world helps, how to simply expand horizons and improve the level of education, and create creative and scientific projects without leaving home, without wasting time and additional financial resources. This is also facilitated by the presence on the Internet of a huge, almost innumerable number of popular science and educational films and videos.

In the educational process, along with computer programs and electronic textbooks, virtual educational resources of local and global computer networks, information and educational systems are being introduced that allow to conduct the educational process
remotely. It is distance learning that has become widespread in recent years and application plays a very significant role in modern education.

At the same time, in the process of developing a distance course, considerable attention is paid to both its content component, including the creation of a sequence that will guide the student through all theoretical and practical stages of the formation of competencies and new knowledge, skills and abilities, and visual design, which gives additional the ability to implement this sequence of mastering educational materials, performing individual and group tasks, etc.

Today, in a number of both domestic and foreign secondary and higher educational institutions, various virtual platforms are actively and widely used, serving as the basis for remote support of training courses and educational websites.

The kaleidoscope of tasks and materials that the virtual educational platform LMS Moodle allows you to create and use, contributes to the organization of the process of differentiated learning, and moreover, makes it possible to implement the principle of an individual approach to learning, taking into account the psychological characteristics of students, their level of education, the degree of workload in the study of other disciplines. Students are given the right to advance in the study of the course materials at an acceptable and comfortable speed for them. At the same time, of course, there is an opportunity to carry out the educational process in real time through, for example, online lectures and seminars.

Another very valuable feature of this virtual educational platform is the focus on the joint activities of students, contributing to developing their teamwork skills. This feature exists due to the presence in the arsenal of LMS Moodle of such resources as: “Glossary”, “Wiki”, “Forum”, “Blog”, “Chat”, “Workshop”, as well as a system of personal messages, providing the exchange of various materials between student and teacher, and between the students themselves.

Using all the listed capabilities of this educational platform, a creative teacher is able to create on its basis a meaningful and, no less important, an exciting course.

How can a teacher of philosophy work with the elements and resources of LMS Moodle? Let’s consider specific examples of the productive use of this virtual platform in teaching philosophy.
First of all, it should be noted that the diversity of the system resources provides the teacher with the opportunity to place educational and methodological materials that organize the activities of students in the electronic course he is creating (for example, the work program of the academic discipline, rating plan and detailing points for certain types of work, calendar-thematic plan, recommendations for working with various elements of the course and the course in general, etc.), and all informative (specific philosophical) materials necessary for productive work in the course “Philosophy” and its successful development. Filling the course with the specified resources allows students not to use dubious, randomly selected sources, but to turn to proven, adequate in content and form material, which does not need to spend precious time searching.

In addition, a very large-scale and variegated set of elements and resources inherent in the virtual learning system under consideration gives the teacher of philosophy the opportunity to design a fundamental distance course, not only rich in content, but attracting the attention of students with its fascination, brightness and versatility.

This course can and should be made not only theoretical, but also practice-oriented, having the most direct relation to real life, their future professional activities. The latter is especially valuable, since, among other things, it makes it possible to show in an accessible way that philosophy is by no means an abstract scholastic discipline divorced from life, but, on the contrary, has the most direct relation to all aspects of every person’s existence.

In this regard, for example, students enrolled in the direction of “Pedagogical education” should be given a task of this type:

Task “Fragment of extracurricular activities”;

I. Dear students! Select from the list below the problems that, in your opinion, can be discussed with the students (in an adapted form and with adapted content):

1. What is wisdom and who are sages?
2. What is philosophy?
3. Who is a philosopher? Can anyone become a philosopher?
4. Why are the philosopher and the sage not the same?
5. What questions do philosophers ask themselves and those around them?
6. Why does a person need philosophy?
7. Can philosophy help a person in life? If so, how?
II. Develop an outline of an extracurricular activity that addresses these issues (one or more) of duration.

Also, an example of a practice-oriented assignment is the following:

Task “A person comes into the world as a disciple to one day become a teacher. Ethics of the teacher”.

“Dear students! You have already made your professional choice. Objective of the second workshop will help you understand the ethical characteristics of a teacher’s activities, determine what role in the pedagogical process such concepts as “professional pedagogical tact”, “professional pedagogical duty”, humane attitude and respect for the child's personality and many other professionally important moral qualities of a teacher play. Read the questions for the workshop and prepare the answers. Good luck!

1. What is the subject of professional ethics?
2. Name the structural components of professional ethics.
3. What type of profession does the teaching profession belong to? Describe professions of this type.
4. List the main types of professional activities of a teacher. What role do the moral qualities of the teacher play in them?
5. What are the ethical categories in pedagogy? What is the pedagogical duty of a teacher?
6. Describe a fair teacher.
7. What is the moral duty of a teacher?
8. Expand the essence of professional pedagogical tact.
9. Create an image of the ideal teacher. Have you met such a teacher in your life?

As noted above, the LMS Moodle virtual educational platform in many respects contains a considerable amount of resource that help the teacher organize the collective work of students. With regard to teaching philosophy, you can use these resources in a very productive and multifaceted way as follows:

1. To create on the basis of the elements “Glossary” and “Forum”, allowing to operate not only text, but graphic files, a variety of virtual encyclopedias (“Gallery of the great philosophers”, “Dictionary of a novice philosopher”, “From the history of philosophical ideas”, etc.)
2. Using the resource “Task”, you can organize mini-conferences with collective performances and the subsequent formation of a collection in the electronic course based on their results (Possible topics: “What is a worldview and what can it be?”

The LMS Moodle virtual platform can also be used to develop individual creative, and even artistic, abilities of students. Students are given the opportunity to place in the electronic course not only presentations, abstracts, essays, reviews, etc., but also to use their own drawings to illustrate them (for example, for creative projects “The Symbol of Philosophy” or “How I See a Real Philosopher”), virtual photo albums and a variety of photo collages based on the results of extracurricular events on philosophical topics.

It is evident that the era of information technology, this is the time when each of us can transfer our teaching experience to the space of virtual reality. By designing their pedagogical skills in an information-digital educational environment, any teacher is able to create an electronic course that can contribute to providing more informative, comfortable and effective learning.

Manufacturability as a characteristic of the educational process presupposes the presence of a system of educational technologies (pedagogical tools) that make it possible to solve an urgent problem for modern education - to prepare a specialist with specific competencies necessary for successful professional activity in a particular area.

Currently, scientific and methodological generalization of theory and practice is actively carried out in the scientific literature design and implementation of educational technologies at all levels of education, the results of research in this area are included in the structure of training and advanced training of teaching staff. However, the development of the technological component of the educational process is somewhat weakened due to the weakness of its theoretical and methodological elaboration. One of the significant methodological difficulties in understanding the problem of technologization of education is due to the ambiguity of the interpretation of the concept of educational technology in pedagogy (researchers identify more than six aspects of understanding technology, reflected in the definitions of this concept. Due to the noted semantic ambiguity of the concept under consideration, the arsenal of educational technologies, reflected in modern scientific and pedagogical literature, includes educational approaches, and types of educational activities, and methods, and methods and forms of education.
Innovative methods developed and implemented in teaching philosophy at the Department of Humanities and Socio-Political Sciences of the Moscow State Technical University of Civil Aviation (MSTU GA), are aimed at the implementation of problematic as a teaching principle and have a certain didactic task: creating a problematic situation in class, in the course of solving which students learn to think critically, formulate and reasonably justify a certain point of view. The main goal of these techniques is to involve each student present in the lesson in a creative debate, the formation of internal motivation to participate in a joint discussion of the questions posed.

More recently, the teaching of the humanities, widely practiced in teaching the humanities and sociopolitical disciplines, gave student’s knowledge in the form of certain conceptual directives that should only have been memorized and read. The thinking of the trainees was given its own command-and-control scheme of work.

In the psychology and worldview of students using such a teaching technology, the installation was laid to accept ideas ready-made, not subject to criticism or other interpretations. This approach discouraged students from philosophical knowledge, excluded the manifestation of independence in assessments and conclusions (perhaps, due to the dominance of such “technology”, many representatives of the older generation with higher education are very critical of philosophical knowledge). The inclusion of elements of creativity in the educational process allows the mental activity of students to be taken out of the corridor of the command-set unambiguity. The educational process, built on the principle of creativity, is focused on educating future specialists in thinking capable of reconstructing a given explanation of a particular situation. A specialist brought up on a bold idea will much more easily proceed to the reconstruction of reality itself than a specialist-executor.

Significant problematic creativity is contained in the test methodology, which is well tested in natural science and is gradually gaining its rightful place in teaching the humanities. This is mainly not about controlling (that is, requiring unambiguous answers to specific questions), but about problem-oriented learning tests. The peculiarity of philosophical testing is that philosophy as special knowledge deals with problems, which, in principle, cannot be resolved once and for all, they presuppose the ambiguity of the meanings contained in the solutions of these problems. This polysemy is determined by the subject field of philosophy, which equally recognizes the legitimacy of both materialistic and idealistic, and metaphysical, and dialectical understanding. The specificity of philosophical problematic imposes certain features on the conduct of classes in philosophy, which is well noticed by teachers of philosophy, who indicate that, unlike
other academic disciplines in philosophy, the problematic situation is such not only for students, but also for the teacher himself. Academic problems in teaching philosophy coincide in many respects with scientific problems proper. Neither there, nor here, as a rule, there is complete clarity, which puts the teacher in partnership with the audience. It is often easier to create and introduce students into a problematic situation in the process of teaching philosophy than to deduce from it, that is, to offer a satisfactory answer from all points of view to a problem posed question. Test teaching methods, implementing innovative forms of organizing classes in humanitarian subjects, contribute to a greater democratization of the teaching style itself, the development of a desire for everything new, original, an increase in Quest technology, in our opinion, is a kind of game technology (this is evidenced by the translation of the concept from English: quest - search, adventure-adventure, that is, “adventure search” or “adventure game” which the participant gains new knowledge about the semantic culture of both the teacher developing the tests and the student trying to justify the chosen answer option.

In a number of active forms of teaching, educational games of various kinds have a special place, since they adequately reflect the social and psychological characteristics of young people as an object and subject of training and education. When developing different versions of games, it is necessary to take into account the methodological meaning of the game in general, the characteristics of its perception by the participants. The experience of conducting educational games shows that ignorance of this meaning or inability to find the correct methodological toolkit for its implementation, and finally, the lack of multivariate games, turns them into something organized, commonplace. In this case, the game loses its meaning, its effectiveness is either low or generally negative, it leads to results that are opposite to the set didactic goals. The basis of the game method in teaching is a kind of doubling of the world, and this doubling can be both real and artificial. The concept of the real world here has a certain meaning: in the real world, created in the course of the game, objects and relationships are created that by themselves, without a person’s imagination and goal setting, would not arise. At the same time, this world is real because it exists objectively. The artificial world is created by man as a virtual reality, in which objects, relationships, processes can both visually and figuratively correspond to objectively existing objects, processes and relationships, and represent them in a symbolic form. Suppose that the game in this case can be considered as a modification of the modeling method, but in the game the object itself is never modeled, outside the relation to the person. The game simulates the presence of a person, his interaction with objects and other people. Doubling the world and the targeted creation of a cognitive situation expands the possibilities of creative search, since mistakes are not
taken seriously (after all, this is a game!), moreover, they are desirable because of their restrictive role in the fan of possible solutions. Playing a role in an artificially created situation, the student is emotionally liberated, activating latent heuristic abilities. Role-playing is used as an innovative game technology in discussing the concepts of modern philosophy of science, where educators assign the roles of “defenders” or “critics” of a particular philosophical concept (direction, school). The possibility of developing and applying this technology is also supported by the widespread introduction of information technologies into the educational process, which provide the ability to obtain information on different concepts.

Methodological innovations focused on the formation of competencies, providing creative independent solution of problems, involve a number of difficulties. In addition to those already noted earlier, it is necessary to highlight the difficulties of socio-psychological and psychological-pedagogical. The author joins the opinion of those teachers who believe that a non-standard way of thinking, to which a student gets used to in the atmosphere of the described system of forming his knowledge, can become a big problem for him when communicating with other people, especially with those who are used to thinking stereotypically, focusing on stamps of accepted interpretations of certain ideas. Therefore, a moral task also falls on the shoulders of a teacher of humanitarian disciplines - to form not only a creatively thinking specialist, but also a person who is able to have his own opinion and defend it, relying on the data of modern science.

Innovative methods require an innovative teacher who must abandon many of the methodological techniques developed in previous years, and, above all, from authoritarianism and dogmatism, from a baseless belief in the infallibility of the ideas of the classics of philosophy. The teacher’s personal tolerance is also of great importance - tolerance towards various versions of problem solving, other people’s opinions, rejection of the stereotype: “there are two opinions - mine and wrong”. New approaches in teaching the humanities also require some effort on the part of students, who are accustomed to uncontested answers to the questions posed and require an unambiguous explanation from the teacher (what exactly is right and what is wrong). The teacher’s task is to show students the specifics of humanitarian knowledge as a form of creativity, free search for truth, critical self-affirmation.

At present, philosophy, ethics, aesthetics, logic, as well as the Idea of National Independence, Fundamentals of Spirituality, Religious Studies, the history of Sufi teachings and a number of other disciplines are taught in the universities of Uzbekistan from the philosophical sciences. Today, the time has passed when traditional classes
based on lectures and simple seminars were taught in universities. Unless, in our time of ever-accelerating flow of information, each lesson is not unlike the others, it will be very difficult to direct the student's or student's attention to learning. Therefore, the teacher must constantly look for new forms of work, approach his work creatively. Interactive teaching methods such as role play, conference, cluster, syncwine, zigzag and others are especially effective. Dividing a group into micro groups (subgroups), choosing tasks for each micro group, drawing up the necessary diagrams, handouts, designing an audience, using an interactive whiteboard, a video projector, etc. stimulate the interest and activity of pupils and students in the classroom, cause them a competitive spirit.

A variety of visual aids, slides, videos, additional literature, and other teaching aids can be used in lectures on philosophical disciplines. One of the main elements of the work is the fulfillment by students and pupils of educational and practical tasks aimed at independent thinking and at increasing the activity of participation in answering tasks. Discussing among themselves on this or that issue, members of micro groups share their knowledge, correct each other, and together find the right answer. This brings them together, as a result of which educational tasks are also solved in the lesson. Such interactive teaching methods as “Debate”, “Conference”, “Dispute” and others teach them to systematize and generalize the knowledge gained at lectures, increase the efficiency of their assimilation. The “Conference” method used by us has shown the effectiveness of this method. The bottom line is that in the previous lecture, the teacher announces the topic of the conference and the problems to be discussed. Divides the group into micro groups, gives assignments to micro groups for preparing reports for a separate section, and assignments for students to prepare short reports and presentations. At the seminar, where the conference method is applied, reports of micro groups with presentations are heard, then a discussion is held. This method allows all students to be involved, increases their interest in the correct presentation of the issue. Presentations are shown on the screen using a video projector, and questions can be shown on an interactive whiteboard. At the end of the lesson, the points scored and the most active micro group are identified. This method encourages students to research, work on a problem independently, and develop their creativity in creating presentations and writing abstracts.

Does the introduction of formalized methods of teaching philosophy help to familiarize students with the skills of value measurement, at least within the limits of their future profession? Not really, to put it mildly. And one of the main reasons for this situation in the higher education system is “science-like”, subject-object teaching. Such a philosophy, likened to the schemes of science, as the outstanding Soviet philosopher M. Mamardashvili once noted, should be prohibited in the education system. Teaching
philosophy in the form of subject-object communication, where at one pole is a teacher as a bearer of absolute truth in philosophy, and at the other is a listener who can only catch “fried hazel grousers of absolute truth”, is only a means of spreading like-mindedness according to one or another worldview standards.

Conclusion

Thus, the use of information technologies in teaching “helps to increase the efficiency of the learning process, its individualization, active pedagogical interaction between the teacher and students, create optimal opportunities and conditions for the creative use of information in the independent cognitive activity of students”. Interactive teaching methods help to strengthen the knowledge, skills and abilities of students, which creates an opportunity to become competent, highly qualified specialists in the future.

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