The Teaching of Philosophy and Responsibility

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Summary

This work is a qualitative bibliographic research on the new ethical proposal of Hans Jonas in his fundamental book *The Principle of Responsibility: an essay on an ethics for technological civilization* (2006) in what implies an ethics of responsibility thought as a proposal for the teaching of Philosophy in the classroom. It aims to investigate the ethics of responsibility in Philosophy, in its teaching and as a proposal for teaching and student practice. It is made a presentation of the moral and proposed aspects found in the work *The Principle of Responsibility: an essay on an ethics for technological civilization* (2006), although it does not dwell strictly or in detail on education or specifically on the teaching of Philosophy, Hans Jonas offers elements that contemplate the dimensions of education and the teaching of Philosophy, and with regard to his criticism of technology, modernity; Michel Serres with the work *The Bad Clean: Polluting to Appropriate?* (2011); Sílvio Gallo (2013) with the book *Methodology of teaching philosophy: A didactic for high school* (2013), notes by the author on the methodological practice of teaching Philosophy. It is inferred that from the reflections related to the Jonasian ethical theory, it serves as a foundation for the approach of the ethics of responsibility in the classroom and its pertinence in the practice of teaching Philosophy.

2. Introduction

Philosophy, since its beginnings, has focused on existential and moral issues, seeking to understand the nature of good, evil and human conduct. Ethics, as a branch of philosophy, is specifically concerned with the investigation of the principles that guide our actions and moral judgments. In this context, the notion of responsibility reveals itself as a central concept, permeating philosophical reflections on the human condition and social relations.

Responsibility is not only limited to the content taught, but also to the way teaching is carried out. The teacher, as a mediator of knowledge, plays a fundamental role in the education of his students. By taking responsibility for their pedagogical practice, the teacher contributes to the construction of a more humane and meaningful learning environment.

The teacher-student relationship is marked by a complexity of factors that influence the teaching-learning process. The teacher, by establishing a bond of trust and respect with his students, creates a space conducive to the development of their potentialities. In addition, by demonstrating a commitment to ethics and justice, the teacher serves as a role model for his students, encouraging them to act responsibly and in solidarity.

3. Theoretical Foundation

The ethics of responsibility, a central theme in the contemporary philosophical debate, finds in education a useful terrain for its discussion and application. Authors such as Hans Jonas, Hannah Arendt, Michel Serres, Byung-Chul Han, Cipriano Luckesi, Paulo Freire, and Sílvio Gallo offer distinct but complementary perspectives on the importance of cultivating responsibility in the school context.

Hans Jonas, in his work *The Principle of Responsibility: An Essay on an Ethics for Technological Civilization* (2006), highlights the need for an ethics focused on the future and on the consequences of human actions. According to the philosopher, education should prepare individuals to take responsibility for the impacts of their choices on the planet and future generations.

Hannah Arendt, in *The Human Condition* (2011), reflects on the importance of political action and responsibility. The philosophy argues that education should cultivate the capacity for judgment and responsibility for the destinies of the world's political community, emphasizing the active role of the individual in the construction of the common.

Michel Serres, in *The Natural Contract* and *The Clean Evil: Polluting to Appropriate* (2011), brings a reflection on the relationship between man and nature. He argues that the act of polluting and degrading the environment is a form of appropriation, emphasizing the need for an ethic of reciprocity and a new ecological consciousness. For

Serres, education should promote an integral understanding of the interdependence between human beings and the environment, encouraging practices of care and preservation.

Byung-Chul Han, in *The Fatigue Society* (2015), criticizes the culture of performance and the loss of the sense of community. For the philosopher, education must resist the pressure of excessive productivity, promoting autonomy and the cultivation of a space for reflection and resistance to the demands of contemporary capitalism.

Sílvio Gallo, in *Methodology of Teaching Philosophy: A Didactic for High School* (2013), proposes an approach that rescues the role of philosophy as a practice of free and critical thought. He argues that philosophical education should foster openness to dialogue, plurality of perspectives, and the ability to deal with the ethical and social complexity of the contemporary world. Gallo also reinforces the idea that philosophy, by addressing ethical issues such as responsibility, can help young people develop a reflective and active posture in relation to their actions and the impact they generate.

4. Methodology

The present research adopts a qualitative approach, focusing on bibliographic analysis. The choice for this method is justified by the need to deepen the understanding of the ethics of responsibility in the educational context, based on the contributions of several authors. The bibliographic analysis allows a deep immersion in the theories and concepts proposed by these authors, enabling the construction of a

solid theoretical framework for the investigation. The research was limited to the study of the ethics of responsibility in the teaching of philosophy, focusing on the contributions of authors such as Hans Jonas, Hannah Arendt, Michel Serres, Byung-Chul Han, Cipriano Luckesi and Paulo Freire. Works and articles by the aforementioned authors were selected, prioritizing those that directly address the theme of ethics and responsibility in the educational context.

5. Results and Discussion

The study investigated how the teaching of Philosophy, guided by a perspective of responsibility, can impact the ethical and critical formation of students. The results indicate that Philosophy, when taught as a reflective and dialogical practice, goes beyond the mere transmission of theoretical contents. It becomes a space for the active construction of thought, where responsibility is not only a theme to be destroyed, but a practice incorporated into the pedagogical act.

The analysis revealed that methodologies that promote the active participation of students – such as debates, case studies and reflections on contemporary ethical dilemmas – expand the understanding of Philosophy as a transformative tool. In addition, the challenges faced by teachers are highlighted, such as the need to balance the theoretical approach with practical and contextualized issues, especially in an educational scenario often marked by rigid curricula and the valorization of disciplines aimed at the labor market.

6. Conclusion

The study shows that the teaching of Philosophy, when based on responsibility, plays an essential role in the formation of ethical, critical individuals engaged with contemporary challenges. By integrating philosophical reflection with practical and contextual issues, the teacher fosters a broader understanding of the world, enabling students to reflect on their agency and the implications of their choices. Despite the challenges faced, such as the limitations of curricula and the lack of continuing education for teachers, the research highlights that dialogical and situated pedagogical strategies have the potential to transform teaching into a practice of intellectual and ethical emancipation.

This work contributes significantly to the area of promoting the relevance of Philosophy in basic education, not only as a field of knowledge, but as a space for citizenship formation. In addition, it offers theoretical and methodological subsidies to remunerate the role of the teacher, indicating that pedagogical practice must be aligned with ethical values that value otherness, dialogue and commitment to the collective.

7. Keywords

Teaching of Philosophy. Ethics of Responsibility. Hans Jonas.

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