The importance of E-learning in developing the philosophical lesson

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Summary: This study article is to highlight how e-learning help to the development, activation, and designing philosophy lessons taking into account their quality. This is performed by comparing the aspects of the two disciplines, examining their goals, and determining how to combine and advance them. The study concludes that, despite the issues and challenges that philosophy classes confront in the context of e-learning, the latter has successfully contributed to its advancement by making it more resilient, beneficial, and clear. This is achieved by improving more student interaction, offering the necessary materials that support this interaction, and strengthening one's intellectual foundations.

Keywords: e-learning, philosophical lessons, philosophizing, Intellectual base, learner's interaction

ملخص:

تهدف هذه الدراسة إلى تسليط الضوء على دور التعلّم الإلكتروني في تطوير وتفعيل وتصميم دروس الفلسفة مع مراعاة جودتها. ويتم ذلك من خلال مقارنة جوانب كلا المجالين، ودراسة أهدافهما، وتحديد كيفية دمجهما والارتقاء بهما. وتخلص الدراسة إلى أنه على الرغم من المشكلات والتحديات التي تواجهها دروس الفلسفة في سياق التعلّم الإلكتروني، فقد أسهم هذا الأخير بنجاح في تطويرها بجعلها أكثر مرونة وفائدة ووضوحًا. ويتحقق ذلك

من خلال تعزيز تفاعل الطلاب، وتوفير المواد اللازمة لدعم هذا التفاعل، وترسيخ أسسه الفكرية.

الكلمات المفتاحية: التعلّم الإلكتروني، دروس الفلسفة، التفلسف، الأساس الفكري، تفاعل المتعلم.

Introduction:

Humanity has witnessed various scientific revolutions that have exerted their dominance over scientific activity, which has seen an unusual spread of knowledge, since the second half of the twentieth century—the enlightened era, which transformed the world and upended perceptions with its mastery of information, science and technology. The digital change is one of these, and it has appeared and known as the principal force behind several disciplines, namely politics, economy, medicine, agriculture, sports, and more.

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One field that has tried to take part in and benefit from these advancements is education. E-learning, which is assisted by platforms, websites, networks, and digital spaces, is one of the new trends that are in keeping with the times. To achieve development and progress, it looks for new didactics that can keep up with the rapid acceleration of information

technology. It has advanced significantly, had positive impacts, and created new opportunities for training and education methods. Philosophy, which has the most unique structure when compared to other fields of knowledge, is one of the many disciplines that have attempted to participate. Experts have attempted to be present within the framework of this innovation, despite the specifics that set the philosophical lesson apart from others, particularly because of the numerous circumstances that forced this. The philosophical lesson can now be discussed in terms of e-learning.

Numerous conversations have been sparked by this potential. Since the Greek era, the problematic aspect of e-learning has been its capacity to support philosophical lessons based on debate, dialogue, and philosophising methods that necessitate extensive interactions and numerous confrontations. Additionally, the question arose from e-learning's capacity to both meet and enhance learners' needs within the framework of this lesson:

Can philosophical lessons be accommodated by e-learning and effectively aid in their development? With its repercussions and extensive implications, this issue poses a number of follow-up questions:

- How can e-learning philosophy lessons be made of high quality?
- In what ways does e-learning enhance the efficacy of philosophy courses?
- How can philosophy lessons be incorporated into e-learning?

1. E-learning: Gaining Access to New Perspectives and Empowerment Opportunities

As digital technologies and the Internet have grown quickly, the Web has emerged as a significant, dynamic, and interactive tool for teaching and learning remotely. On-demand learning is made possible by the Internet and offers a wealth of opportunities. E-learning activities have arisen in this context. This current development can be regarded as an innovative method to establish a carefully designed learning atmosphere that is focused on the

student and their ongoing engagement, wherever they are and at any time. This is accomplished by combining a variety of open-learning-appropriate educational resources with digital technology resources. This setting is adaptable and all-encompassing. It is the process by which the student becomes an effective component at all times and locations, engaged, and inspired in the educational session, taking advantage of all available technologies to easily, swiftly, and affordably accomplish their learning objectives. In the era of the digital revolution, many students look for these things to quickly access a wealth of comprehensive educational resources. For this reason, the World Wide Web's development has led to a massive flow of knowledge in this era.

1.1. E-learning and Its Importance in Developing Philosophical Lessons

E-learning is not just a method; it is an educational system that relies on computers and various electronic networks. Content is delivered through diverse multimedia or hypermedia formats. This system empowers learners to achieve their goals according to their individual plans. It emphasizes providing well-structured educational curricula and training programmes. E-learning is highly organized, allowing learners to access information with great accuracy directly from reliable sources. This structure maximizes the benefits of learning and training. As a result, it holds significant potential for helping learners reach their objectives through carefully planned and managed programmes.

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* The most common term for online learning activities is e-learning, but there are other names as well, such as WBL (Web-Based Learning), WBI (Web-Based Instruction), WBT (Web-Based Training), IBT (Internet-Based Training), DL (Distributed Learning), and ADL (Advanced Distributed Learning). See,

Badrul H. Khan , Managing e-learning : design, delivery, implementation, and evaluation, Information Science Publishing (an imprint of Idea Group Inc.). United States of America, 2005, P3 [1] Ibid, P 4
2 Talal bin Hassan Kabli and others, E-learning, Contemporary Technology, and the Modernity of Technology, Dar Al-Iman Library for Publishing and Distribution, Medina, Kingdom of Saudi Arabia, 1st ed., 2012, pp. 226, 227.

E-learning is highly organized, allowing learners to access information with great accuracy directly from reliable sources. This structure maximizes the benefits of learning and training. As a result, it holds significant potential for helping learners reach their objectives through carefully planned and managed programmes.

Besides, learners can access information quickly and in various formats, thanks to the capabilities of the modern Internet. This technology accelerates the reception of information and enables recipients to find exactly what they need, from multiple locations and levels.

1.2. Diverse Forms of E-Learning: Methods and Approaches

Learning can take many different forms. One such form is independent courses, where learners study on their own without any interaction with teachers or classmates. Another is mobile e-learning, which takes place on mobile devices and smartphones, allowing learners to participate in traditional classrooms. Social e-learning, conversely, stresses the interaction among a community of field practitioners and peer learners. This type of learning relies on communication through social media, online discussions, blogs, and text messaging.

Additionally, e-learning includes virtual courses, which are online classes that closely resemble traditional classroom experiences.

These virtual courses involve research, presentations, forums, and homework assignments. Overall, this diversity in learning methods emphasizes the widespread appeal of e-learning, showcasing its significant role in advancing knowledge and science.

1.3.The Diverse Modalities of E-Learning

The importance of e-learning lies in its ability to achieve a diverse set of goals. According to UNESCO, e-learning contributes to establishing a robust infrastructure and foundational knowledge necessary for building a new society suited to the demands of the twenty-first century. It also provides the new generation with a wide array of options for accessing information, developing skills, advancing scientific research, and simulating real-life problems and situations in their environment.

Researchers identify additional goals, such as improving the quality of education and offering a rich environment filled with resources that foster the pedagogical cycle. On top of that, e-learning is crucial in digitally educating society, aligning with technological progress, and advancing performance to respond to these evolving trends.

The diverse objectives of e-learning demonstrate its effectiveness and significant role in enhancing the teaching and learning process. E-learning is tasked with providing mechanisms that

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[1] William Horton, E-learning by design, 2nd ed, Pfeiffer, USA, 2012, P3.

enable it to reach a broad audience of learners in an environment that fosters educational equality. This equality is achieved through the continuous effort to engage individuals in the educational experience, ensuring the widespread

dissemination of knowledge. In a world led by world technology and digital, e-learning presents vast educational prospects.

2. The Core Principles of E-Learning

E-learning belongs to a philosophy that includes several core concepts. Providing educational opportunities with flexibility and guaranteeing equal access for all students without discrimination are the most important of these principles. E-learning also encourages group and interactive learning, which makes it easier for students to share knowledge and experiences. Additionally, it encourages self-directed learning and ongoing education that is adapted to each person's aptitudes and readiness.

As long as they have the resources to succeed, this philosophy seeks to make education available to everyone. Equal opportunities for all students, including those with physical disabilities, are also addressed, enabling them to access educational materials from their current locations. From there, it talks about how education is accessible to different groups of people and how it is generalised. It highlights that information is accessible in a variety of formats, guaranteeing the growth of diverse knowledge domains catered to the requirements of every student. Lessons are of higher quality since they also enable educators to develop their teaching strategies and widen their perspectives.

2.1. Challenges of Traditional Classrooms vs. the Rise of E-Learning

The difficulties that students encountered in conventional classrooms—specifically, the barriers to scientific research and the availability of information—were addressed by e-learning. The digital

revolution, which has seen the World Wide Web grow rapidly, is centred on the e-learning principles. Consequently, e-learning is expanding rapidly, providing individuals with access to numerous platforms filled with information that can help them enhance their knowledge and achieve success.

Several differences can be identified between e-learning and traditional education, which has

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- Tariq Abdel Raouf, E-Learning and Virtual Education: Contemporary Global Trends, Arab Training and Publishing Group, Cairo, 1st ed., 2014, p. 43.
- Among the objectives of e-learning are: strengthening the relationship between parents and educational institutions, monitoring their children's learning and reviewing reports provided by the educational institution; modeling education and presenting it in a standardized manner by presenting educational content in new and diverse formats, continuously developing it in line with emerging changes; and developing positive attitudes among learners, those responsible for the teaching-learning process, parents, and society as a whole toward information technology. See Talal bin Hassan Kabli et al., E-Learning, Contemporary Technology, and the Modernity of Technology, op. cit., p. 228.
- Tariq Abdel Raouf, E-Learning and Virtual Education: Contemporary Global Trends, op. cit., p. 39.

been the norm for a long time. Traditional classrooms are limited by physical space, meaning learning primarily takes place within the confines of a specific classroom, school, textbook, or during field trips. While these settings may encourage students to engage in research at the library, conduct field

studies, and explore learning opportunities outside the classroom, many classrooms remain restricted to their four walls. This limitation often results in learning being confined to the teacher's ideas, the content of the textbook, and occasionally a few student comments. As a result, the educational process within traditional classrooms is hindered by the physical presence of learners in a restricted space, which can lead to limited student participation and engagement. Many students may find their involvement reduced to

passive listening, with the teaching process characterized more by lecturing than by dialogue and interaction.

2.2. The Expanding Horizons of E-Learning

E-learning greatly expands the boundaries of education, allowing learning to take place in classrooms, at home, and in the workplace. It is a flexible form of education that offers numerous options for learners. Well-designed e-learning courses encourage active participation, making learners integral to the educational process. This means that e-learning is not confined to a specific location or rigid curricula; rather, it is an open, adaptable process that occurs across various settings.

Besides, e-learning facilitates a distribution of responsibilities between teachers and learners. Instead of merely receiving information, learners become active participants in the teaching and learning process, taking center stage in their education. This approach broadens their research horizons and enhances their ability to utilize available technological resources effectively. As a result, learners engage actively in this technology-driven form of education, which benefits from a wealth of resources available on the World Wide Web.

These differences can be summarized in the following table:

Traditional Teaching	Electronic Teaching
Closed, narrow, and limited learning environments	Open, flexible, distributed learning environments
Reliance on the classroom	Across multiple locations: workplaces, homes, classrooms...
Restricting learner choices	Providing multiple and diverse options through various media provided by digital technology.
The teacher is the focus of the educational process	The learner is an active and effective element, constituting the core of the educational process.
Limited cognitive content; the teacher's ideas are the textbook, some seminars...	Various web-based e-learning courses

One-way, often relying on the dissemination of information.	Work is collaborative and collaborative among learners.

Table showing some of the differences between e-learning and traditional education

[1] Badrul H. Khan, Introduction to E-learning, in a book:" International Handbook of E-learning" Edited by Badrul H. Khan, Mohamed Ally, Volum1, Routledge, New York, 2015, P 4.
[1] Idem.

3. Challenges and Obstacles to Achieving Quality in E-Learning:

E-learning has transformed traditional notions of the educational process, introducing new issues and prompting society to explore innovative methods for acquiring knowledge. This shift emphasises the importance of lifelong education and training across various aspects of life. However, it has also created a crossroads for different private sectors, as e-learning represents a new paradigm that diverges from the conventional education system. This change can disrupt fundamental learning concepts, even as it harnesses computer and web technologies [1].

For example, "The student does not interact directly with the teacher in a face-to-face manner (sensory, physical), which decreases the direct engagement between the learner and the instructor. This highlights the absence of the human teacher and their advisory role in e-learning [2]." It is widely acknowledged that the interaction between the teacher and the learner is a vital aspect of the educational process, as it plays an essential role in student achievement and guidance.

3.1. The Role of Structure and Guidance in E-Learning

Learning through e-learning technology is often characterized as exploratory learning, particularly due to the Internet's influence on students. This technology offers learners numerous opportunities and the freedom to search, access, and engage with a wide array of websites, relying on their

abilities. However, this freedom can sometimes lead to divergence from intended educational goals and can hinder success. Effective e-learning requires strict organization, monitoring, and guidance from experts.

Those advocating for e-learning frequently emphasize the need to develop a structured model that provides appropriate support for learners [3]. Simply possessing skills and abilities is not enough to navigate this form of education successfully. The traditional role of the teacher remains vital, as educators play a crucial role in helping students achieve their goals by offering the necessary guidance and support.

3.2. Challenges and the Growing Demand for E-Learning

E-learning faces several challenges, the most significant of which include the overwhelming amount of educational materials available online. This abundance can make it difficult for students to select reliable and valuable resources. Additionally, the presence of direct solutions for exercises and assignments can undermine the evaluation process, raising questions about its credibility.

Moreover, some students struggle with basic computer and Internet skills, which can hinder

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[1] Grâce-Blanche NGanmini – Asatsop, La mesure de la qualité perçue d'un dispositif de e-learning, Thèse pour l'obtention du Doctorat Nouveau Régime ès Sciences de Gestion, Universite Nancy 2, , Directeur de Recherche : Alain Antoine, 2009, P 27

[2] Talal bin Hassan Kabli and others, E-learning, contemporary technology, and the contemporaneity of technology, previous reference, p. 279

[1] Colvin Clark and Richard E. Mayer, E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning, 4 ed, John Wiley & Sons, Inc., Hoboken, New Jersey, 2016, P 19.

their learning experience. E-learning requires a stable Internet connection; without it, students cannot access the necessary materials, and a slow connection can further disrupt the educational process [1].

The digital revolution has resulted in an unprecedented flow of information, and despite these obstacles, e-learning has grown in popularity and demand among students looking to learn. Because of how well it facilitates the delivery of content, e-learning has become mandatory in many academic fields, with many disciplines using it for their lessons. Because philosophy has distinct qualities that make it stand out from other subjects, e-learning is available in a variety of scientific and cognitive specialisations.

4. The Reasons for Philosophizing and the Specificities of the Philosophical Lesson:

The act of contemplation is inextricably linked to the philosophical lesson. The German philosopher Immanuel Kant (1724–1804) first put this idea into words long ago. He stressed the value of teaching the process of philosophising as opposed to just presenting philosophy as a body of knowledge. Philosophy is not a subject that can be taught in its entirety; it is not made up of facts that can be learned through brainwashing.

This idea has deep roots, tracing back to Socrates, who maintained that one should "not teach philosophy but rather engage in pondering." His approach was not to instruct others in a traditional sense but to guide them towards discovering knowledge within themselves. The teacher's role, in this context, is to assist learners in uncovering the insights that are already latent within them [2]. These principles form the foundation of the philosophical lesson, which aims to help learners embody the practice of contemplating through the constant pursuit of truth, the philosophical lesson involves dissecting a specific issue or topic. This process begins with questioning and investigating the roots of the topic, aiming to precisely define its concepts and prove various philosophical positions. At the same time, it encourages criticism of these positions, using constructive philosophical doubt to establish perspectives that strive to approach the truth, supported by sound logic and the principles of reason [1]. It is vital lesson, flexible, and effective,

always seeking to explore the truth through critical questioning. Its purpose is to foster a dialectic that stimulates the learner's mind around a given issue,

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[1] Tariq Abdel Raouf, E-Learning and Virtual Learning, op. cit.., p. 190.
- For Socrates, learning is about becoming better, that is, constantly striving to build new learning that enables us to ask questions. It is not a process of transmitting information or inculcating knowledge but rather a training process mediated by rational dialogue. It focuses on defining the concepts upon which the discourse is based and urging the learner to discover the truth for themselves. The only learning that influences an individual's behavior is what they discover for themselves.
- Joseph Karsenti : Didactique, Philosophie, Transparence et Séduction, Rapport de recherche, Ce rapport de recherche a été réalisé à l'Université du Québec en Abitibi-Témiscamingue dans le cadre du programme de maîtrise en éducation, Décembre 1996, P99

[2] Amira Helmy Matar, Greek Philosophy: Its History and Problems, Quba House for Printing, Publishing and Distribution, Cairo, 1st ed., 1998, p. 143

encourages thought development, and promotes curiosity for dialogue and discussion. It challenges individuals with difficult problems, prompting them to construct a coherent framework that allows

them to overcome the presented challenges and nurture creativity. Despite differing views on the nature of philosophy, the philosophical lesson is grounded in clear foundations and objectives.

4.1. The Art of Philosophizing: Beyond Memorization to Critical Engagement

We can learn to philosophize by applying various mental abilities to the issues and matters we encounter. The act of philosophizing relies on engaging the mind by critically thinking about philosophical questions. Thus, we do not learn to philosophize solely through the history of philosophical schools or by memorizing the theories of philosophers. Instead, it involves awakening learners' thinking, igniting their curiosity, and encouraging ongoing research that does not stop at any specific point [2].

Philosophy consists of discussions and debates about a range of topics for which there may not be conclusive answers, rather than a set of

prefabricated notions that we give students. These conversations provide an opportunity to explore areas within the research framework and philosophise about novel subjects. The most prominent of these approaches, which are classified under different styles and methods, is the dialogical dialectic method 1, which is credited to the Greek philosopher Socrates.

4.2. Dialectic as the Art of Dialogue: A Continuous Philosophical Inquiry

Dialectic and dialogue are closely related. Dialectic's original meaning, which serves as the foundation for all of its later meanings, is the art of dialogue. Both the word's etymology and the precise definitions found in Platonic texts, which define dialectic as the mastery of question and answer, make this clear. The fundamental idea is dialogue, even though the Greeks used the term in different contexts. The question-and-answer format encourages dialogue that deepens the discussion of topics that pose comprehension challenges.

Answers are not regarded as final in philosophy because they frequently raise new queries. Philosophical investigation is a continuous process. People constantly find deeper truths and new insights as they investigate and learn more. This process promotes deliberate investigation and enquiry while freeing the mind.

One of its basic tenets is argumentation, which is at the heart of dialogue in a philosophical lesson. Mastering the art of argumentative discourse, which keeps philosophical discussions lively, interesting, and fruitful is the biggest challenge facing educators who teach philosophy. Through

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1 Hussein Boudaoud, Teaching Philosophy at the Secondary Education Stage in Algeria, A Critical Analytical Study of the Objectives and Curricula, A Thesis Submitted for a PhD in Educational Sciences, Supervised by Masoud Abbad, Department of Psychology, Educational Sciences and Orthophony, Faculty of Humanities and Social Sciences, University of Algiers, 2006, 2007, pp. 64, 95

[2] George Munif Al-Lahham, Teaching and Learning Philosophy Competencies Using Electronic Sensory Imagery, Multimedia, Dar Al-Nahda Al-Arabiya, Beirut, 1st ed., 1st ed., p. 67

practice, argumentation cultivates a conceptual and creative framework that enables participants to demolish counterarguments in the rich dialogue environment.

In this setting, philosophical lessons are flexible, interactive, and open to the exploration of various new topics. This intellectual richness stimulates the mind to construct coherent arguments,

enhancing the art of persuasion needed to achieve desired objectives. Philosophy transcends mere indoctrination of theories and the teaching of philosophical doctrines or their historical context. This shift in approach has significant implications for both teachers and students. The instructor transforms from simply conveying information to actively fostering the development of critical thinking skills sought through philosophical education. This change occurs as the teacher emphasizes the practice of deductive reasoning in lessons and uncovers the argumentative aspects inherent in philosophical discourse [1].

4.3. Engaging Learners in Philosophical Inquiry: A Shift toward Active Participation and Critical Thinking

The teacher's effectiveness in facilitating the philosophical lesson is clear when applying the principles of dialogue, debate, and argumentation. This approach influences the learner, transforming them from a passive listener who merely memorizes philosophical material to an active participant who understands its logic and can uncover its underlying mechanisms. As a result, the learner's education shifts toward drawing inspiration from the argumentative and deductive aspects of both the philosophy lesson and the philosophical texts, engaging deeply with the material through their own thinking [2].

When a learner experiences this shift, they inevitably progress to a new stage in their thinking. At this stage, they learn to construct coherent arguments that contribute to a dialogue, all within a framework that helps the philosophical lesson achieve its true objectives. The aim of philosophizing is not merely to engage in debate for its own sake but to explore questions that lead to the discovery of new insights and the investigation of factual content. These discussions should not be accepted as absolute truths or wholly rejected as false; rather, they should be presented on the debate table, encouraging dialogue that fosters ongoing and continuous inquiry.

At this point, the learner can truly engage in philosophizing, which enhances their participation in the philosophical lesson and allows them to contribute meaningfully to it. As the

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- This is precisely what Socrates did: "He would ask his listener a question, then discuss and correct his answer. He would then address the question and answer. He often deliberately implicated himself in the error to expose his interlocutor's ignorance or to rid himself of it so that the result would appear to be a correct and previously known proposition." See: Ahmed Amin, Zaki Naguib Mahmoud, the Story of Greek Philosophy, Dar Al-Nahda Al-Arabiya, Cairo, 2nd ed., 1935, p. 107

1 Al-Taher and Aziz, Philosophical Methods, Arab Cultural Center, Beirut, 1st ed., 1990, p. 120

2 Mubarak Fadhila, The Didactics of Philosophy in Light of the Argumentative Approach, Dirasat Journal, University of Bechar, Algeria, Vol. 13, No. 1, p. 304

German philosopher Karl Jaspers (1883-1969) stated, "The reader who philosophizes can perceive philosophical ideas even if they are contrary to them, strange to them, or originate from completely different backgrounds. What truly matters is the act of philosophizing itself, as it enables me to engage with every philosopher and to immerse myself in every school of thought **3**."

This engagement is what actively involves the learner in the philosophical lesson, allowing them to stimulate, develop, and construct knowledge that opens doors to further understanding. This

approach aligns well with what is known as the competency approach, which promotes a new alternative foundation for the philosophical lesson. Its goal is to involve the learner in generating knowledge, breaking free from the monotony of passive learning. By activating their minds and freeing them from stagnation, this method transforms the philosophical lesson into an interactive experience based on critical thinking, enabling learners to utilize their cognitive skills in tackling complex situations.

5. Competency-Based Learning in Philosophy: Empowering Learners Through Critical Thinking and Dialogue

Competency-based learning views knowledge not as something to be merely learned or memorised but as a valuable resource that enhances the learning process. A successful lesson is not defined by the amount of information delivered but rather by its ability to stimulate students' minds and sharpen their critical thinking skills. This enables learners to become competent and effective in addressing specific situations.

In this approach, the teacher's role shifts from delivering content to guiding students, adjusting their activities, and helping them navigate complex challenges. The learner becomes the focal point of the educational process, actively engaging with situations, making suggestions, providing critiques, participating in decision-making, and taking responsibility for their learning.

5.1. Philosophy and Competency-Based Learning: Encouraging Inquiry and Critical Thinking

Through dialogue and discussion with both the teacher and their peers, learners analyze, break down, and define problems. This methodology is particularly suited to philosophy lessons, as it emphasizes placing the learner at the center of the educational experience through the practice of philosophizing. As a result, the lesson becomes flexible, fertile, and open, allowing students to develop the skills necessary to tackle the various

challenges presented in philosophy and inspiring them to pursue continuous and ongoing inquiry.

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[1] Abdul Majeed Al-Intisar, The Argumentative Method in Teaching Philosophy: Towards a Consistent Dialectic, Dar Al-Thaqafa for Publishing and Distribution, 1st ed., 1997, p. 41.

[2] Abdul Majeed Al-Intisar, The Argumentative Method in Teaching Philosophy, ibid., p. 41.

[3] Karl Jaspers, A History of Philosophy from a Global Perspective, translated by Abdul Ghaffar Makkawi, Dar Al-Tanweer for Printing, Publishing, and Distribution, Beirut, 2nd ed., 2007, p. 81.

5.2. The Role of Competency-Based Learning in Philosophical Education

Competency-based learning views knowledge as a valuable resource that enhances the learning process, rather than something to be merely retained. A successful lesson is not measured by the amount of information delivered but by its ability to stimulate students' minds and sharpen their critical thinking skills. This approach enables learners to become competent and effective in addressing specific situations.

In this model, the teacher's role shifts from simply delivering content to guiding students. Teachers adjust activities and help learners navigate complex challenges. The learner becomes the focal point of the educational process, actively engaging with different situations, making suggestions, providing critiques, participating in decision-making, and taking responsibility for their learning.

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various philosophical challenges while inspiring them to pursue continuous enquiry.

6. E-Learning and Philosophical Lessons: Integration Methods and Development Mechanisms

After examining the nature of e-learning and the specifics of philosophical lessons, this section focuses on methods for integrating e-learning with philosophical teachings. This integration provides an opportunity to explore how e-learning contributes to the development of philosophical lessons by maintaining flexibility, enhancing openness, improving quality, and expanding research horizons. By assessing the structure, objectives, and nature of both e-learning and philosophical lessons, we observe that e-learning positively impacts the development of philosophical education.

E-learning's key characteristics, such as flexibility and openness, align perfectly with the goals of improving educational quality. All cognitive lessons, including philosophical ones, seek to enhance the quality of teaching, driving greater development and higher status in the realm of human thought. Those responsible for philosophical education will undoubtedly strive for quality by initiating high-level discussions that help learners broaden their intellectual and educational horizons.

6.1. Integrating E-Learning into Philosophical Education: Expanding Inquiry and Engagement

Electronic resources allow students to break free from the constraints of the classroom and the teacher's control, encouraging interaction with a wider audience. In this dynamic, the student becomes

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- Nourredine Anani, "The Challenge of Teaching Philosophy Between Obstacles and Prospects: The Secondary Stage as a Model," Al-Anwar Series, Mohamed Ben Ahmed University, Oran 2, Algeria, Volume 13, Issue 1, p. 222.
- Riyad bin Ali Al-Jawady, "The Competency-Based Approach: An Introduction to Competency Building: Its Concepts and Educational and Evaluative Requirements,"

Studies in Educational Thinking Series, Dar Al-Tajdeed for Printing, Publishing, Distribution, and Translation, 1st ed., 2018, pp. 91-95

an inquirer, researcher, discoverer, and expert, while the teacher takes on the roles of manager, explainer, evaluator, guide, trainer, challenger, and constructive leader [1].

E-learning offers learners the opportunity to access knowledge from various fields beyond philosophy, engage in philosophical discussions, introduce new concepts, and stay updated on scientific and technological advancements. For instance, the rise of bioethical discourse allows those interested in philosophy to critically examine the achievements of medicine and biology from an ethical perspective.

6.2. The Role of Digital Technology in Enhancing Philosophical Education and Independent Learning

Digital technology has significantly contributed to the development of this discipline by broadening access to learners and facilitating the exploration of new developments via the internet. This openness to diverse fields has enriched philosophical studies and fueled their growth.

Moreover, not all learning activities are confined to face-to-face interactions. Learners are encouraged to develop independent work skills, engage with different sources, draw conclusions, reflect on their viewpoints, and articulate them effectively. Their activities are diverse and varied,

making it logical to utilize various e-learning methods. These methods enhance full-time study by

accommodating different activities and enabling the evaluation of individual work. A good example of this is the Moodle platform [1].

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4. It allows for an improvement in the quality of education and the level of student learning.
5. It contributes to students' social and professional preparation.
6. It adapts learners' abilities to the knowledge they have acquired, considering,

- Norbek Isakulovich Taylakov, Pedagogical Features Of Moodle Platform, The American Journal of Applied sciences, Volume-II Issue-VII, July 2020, P106.

[1] Andrii I. Abdula , Peculiarities of using of the Moodle test tools in philosophy teaching, CTE Workshop Proceedings , academy of Cognitive and Natural Sciences, v7, 2020, P 312.

A survey conducted by a group of German researchers after the first semester of distance learning during the COVID-19 pandemic examined the experiences of philosophy professors at German universities with e-learning. The researchers asked a series of questions regarding the use of digital media in their courses and their overall satisfaction with the teaching experience. They explored the advantages and disadvantages of teaching philosophy online, the role of e-learning in philosophy education, and the development of philosophical lessons.

The results highlighted several challenges that hinder the effectiveness of digital philosophy education. One recurring concern was the phrase "losing the feeling of philosophizing," indicating that e-learning does not provide sufficient opportunities for interaction and discussion. Since philosophy heavily relies on dialogue and debate—principles rooted in Socratic teachings—this lack of engagement emerged as a significant drawback.

Despite these challenges, the researchers found that lecturers reported high levels of satisfaction with their work, their ability to meet learning objectives, and the involvement of learners in shaping lessons. The researchers emphasized that e-learning should not replace face-to-face education; rather, it should serve as a complement. E-learning can enhance traditional teaching by allowing students to contribute to lesson development and enabling instructors to adapt their teaching based on student needs. Additionally, it facilitates the creation of digital resources that can be shared with students, enriching their learning experience.

Tobias Gutmann and others, What Is It like to Teach Philosophy Online? Experiences and Satisfaction Of Lecturers At German Universities In The First "Corona Semester", Journal of Didactics of Philosophy, Vol. 6, 2022, P1-36

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7. The Impact of Online Education on Advancing Philosophy during Challenging Times

This education has significantly contributed to maintaining and even advancing the study of philosophy. A clear example of this impact was observed during the COVID-19 pandemic when educational institutions were closed, and the shift to online philosophy teaching became a prominent topic of discussion. This situation raised numerous questions about how to implement online teaching methods effectively and appropriately. The discussions that followed underscored the necessity of using electronic

platforms for teaching philosophy, particularly in such exceptional circumstances. This transition allowed learners to enhance their critical thinking skills and engage in higher-level knowledge exchange while strengthening their abilities in philosophical argumentation, especially through synchronous online education. Several factors contributed to this positive development, including the increased time available for research, a rise in the number of learners, and access to a diverse array of teachers. Moreover, this environment provided opportunities to acquire a wealth of knowledge and engage in various topics, resulting in multiple and varied options for obtaining philosophical lessons[2].

This diversity enables learners to access, engage with, and interact with a wide range of philosophical content, leading to effective enrichment, flexibility, and a broader openness to different fields of knowledge. This results in a more diverse and enriching educational experience, moving away from the stereotypical, closed-goal education that often hinders student potential. In essence, e-learning has become the cornerstone of overcoming learning difficulties in teaching philosophy.

7.1. Philosophy beyond the Classroom: Embracing Diversity and Addressing Real-Life Challenges

The philosophy lesson specifically aims to promote this diversity, ensuring greater openness to various types of knowledge. This approach contributes to expanding philosophical enquiry into more areas, particularly those that pertain to human reality and facilitate the process of change and influence in everyday life. Consequently, the study of philosophy transcends the confines of the classroom, digital platforms, and the realm of digital transformation, impacting real life, society, and addressing learners' challenges. As John Dewey aptly stated, philosophy "resulted from human concerns and aims to care about human conditions in general [2]."

7.2. Integrating Real-Life Contexts into Philosophy through E-Learning and Technology

E-learning enables individuals studying philosophy to connect their learning with real-life situations, allowing them to make informed decisions. It not only helps them tackle the challenges they face but also equips them with essential skills needed to adapt to various contexts, both during their lessons and beyond. This approach enhances their status within the learning environment and highlights that philosophy is shaped by its context.

In today's digital age, it is essential to use advanced teaching tools such as television, computers, the Internet, and satellite broadcasting. These resources are crucial for addressing future challenges that traditional educational methods can no longer adequately meet.

Conclusion:

We draw a number of conclusions from the aforementioned analysis, which we highlight below:

* The current digital revolution has quickly been embraced as a way to achieve progress and development, and it has cast a shadow over a variety of knowledge fields and scientific and non-scientific disciplines.

* The development of various cognitive courses that aim to attain the highest level of achievement, progress, and development has made e-learning an absolute necessity as a result of this revolution.

* Philosophy is not immune to these developments despite its unique characteristics that distinguish it from other cognitive structures, especially now that scholars in the field have realised how critical it is for philosophy to stay up to date with developments in science and technology.

* Notwithstanding the challenges associated with e-learning in the field of philosophy, it has yielded important benefits that students cannot dispute, particularly because it has allowed them to engage and participate in the administration of classes and provided access to a variety of flexible,

purposeful discussions that are brimming with intellectual depth. The spirit of philosophising, which has sought to alter reality, integrate into life, solve problems, and take philosophical lessons outside of the classroom and towards wider horizons, has been preserved by e-learning thanks to its sophisticated and advanced mechanisms.

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