

# Consciousness theory by paulo freire

Business



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Consciousness Theory was a concept developed by Paulo Freire insisting that education is supposed to open the mind of the learners to critical analyzes every situation to perceive the intent and take appropriate action.

Consequently, the philosopher rejected the idea of teaching theoretical concept and in turn emphasized the need to formulate a comprehensive awareness development program. According to Paulo Freire, naive transition of consciousness in the society is a sign of development towards acquiring the ultimate goal (2005). Transition follows acquisition of the critical, transition that unveils the awakening needed to bring about self-consciousness.

Naive students remain rampantly displaced in unsecured and possible displaced in careers because of rejecting the talent within while acquiring the theory to become a worker. Therefore, mentality of the mind making a decision to change from naive transition to critical awareness ought to be trained and adopt the right attitude and mentality to perform as expected. People who come from societies that deny some groups the right to dialogue face a difficult time to break the habit in order to acquire the ability to systematically built up a response either in form of a criticism or approval. Neutral positions are appropriate if there is a need to practice extreme tolerance, nonetheless, denied dialogue creates a group of people whose responses lack critical quality (Hermes, 2008). Knowledge as a whole in the western context is considered as a gift to be bought or bestowed on student who perceives to know nothing by a depositor who issues the communique.

Therefore, the skills of the teacher determine the extent to which students recall and memorize the teacher's commands and lessons. Equally teachers

choose the teaching material and manage the curriculum and determine the assessment criteria without much regard for the student to question or contribute to the methodological model of education. The third-world populations are oppressed but since they lack knowledge to define oppression leadership from democratic freedom, there is scarcely any political movement or action towards transforming the society (Hermes, 2008). That means, the society is not responding to changes appropriately since the information is wrong or the education system made people too dependent on work or other short term goals forgetting the importance of long term social reform goals. To overcome theoretical perspective, one needs to develop the practical engagement within every process in order to feel the reality. Education is asserted to be a will of freedom growing out of creative energy that can be imparted by teachers of diverse skills regardless of knowledge type (Freire, 2005).

The capacity to move beyond the levels constrained or created by third parties is carved as through the habitual attentiveness to detail and to cognitive faculties in order to move beyond the reprimanded naive transitional stage to critical consciousness (Hermes, 2008). Ultimately, critical consciousness is defined as the capacity to understand the social, economic, political and cultural social space that determines the definition of one's identity within the society. Social media propaganda is another illiteracy that is driven by emotional and fallacies in order to feed the public with biased ideology (Hermers, 2008).