

# Paolo freire and nietzsche

Sociology



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Paolo Freire and Nietzsche According to Paolo Freire, the teachers task, no matter whether he works in school or higher education institution, consists not only in helping students learn the content, but also in training to think in the right direction. Thinking in right direction demands depth, but not superficiality in understanding and interpretations of facts. To think correctly means to work correctly.

Paolo Freire emphasized that correct reflection prescribes resolute denial of any forms of discrimination; prejudice in the relation of race, class, gender offends the essence of a person. Correct reflection assumes a dialogue, but not polemic. According to Paolo Freire, an orientation on dialogue doesn't deny the value of explanation, the story, in which a teacher and a student know that their general approach is readiness for dialogue, openness, curiosity, research, but not passivity during the conversation or hearing. It is important, that a teacher and students realized epistemological curiosity. In his opinion, there is no teaching without research and research without teaching. To teach doesn't mean to impart knowledge.

A teacher should avoid indulgences, rough discrepancies. There is no thinking in the correct direction without methodological severity. Training of people can't be carried out without ethical education. If a teacher does not respect autonomy of a student, his esthetic taste, his language, if he humiliates a student, he breaks the fundamental ethical principles (Freire).

Paolo Freire is sure that teaching demands not only freedom, but also authority. According to him, freedom gets maturity in collision with other freedoms, in protection of rights before the power parents, teachers, state. Not always freedom of a teenager leads him to the best solutions concerning his own future. Paolo Freire states that it is necessary parents should

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participate in discussion with children issues concerning their future. They shouldn't avoid it recognizing that it is important the future of their children, but not for their own future. Participation of parents has to consist, first of all, in the analysis of the possible consequences of the made decision together with children. Nobody becomes autonomous to make decisions. Autonomy is formed in the experience of adoption of various, uncountable decisions. Paulo Freire's ideas are conformable to the ideas of multicultural education and education of children, teenagers and youth.

The theory of Paulo Freire includes the ideas similar to the ideas about education, which were expressed by Friedrich Nietzsche. According to Nietzsche, education as formation of a person is the manifestation of his will to power. Specifics of his understanding of will to power were affected by his common aristocratic and esthetic position on relation to life, and to people. However, at the same time Nietzsche emphasized the importance of subjectivity, while Freire states about the necessity of parents participation. Nietzsche states that subjectivity is a necessary human quality that is a consequence of forlornness of a person, his natural neediness, not security and abandonment. A stepson is doomed to his own course of life, independent learning to become a personality, on self-education (Nietzsche).

#### Works Cited

Freire, P. *Pedagogy of the Oppressed*. New York: Continuum, 1970

Nietzsche, F. *On the Use and Abuse of History for Life*. Translated by Ian Johnston, Vancouver Island University, Nanaimo, BC, Canada, 2010