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METHODOLOGICAL POSSIBILITIES OF TEACHING PHILOSOPHY THROUGH ONLINE PLATFORMS

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Abstract: The article analyzes the methodological possibilities of using online platforms in teaching philosophy in higher education institutions based on the scientific views of leading scholars. The study reveals the role of the digital learning environment in the formation of philosophical thinking, critical thinking, and reflective competencies on the basis of constructivism, connectivism, and blended learning theories. The results of the empirical research show that philosophy classes organized on the basis of online platforms increase the effectiveness of education.

Keywords: philosophy education, online platforms, constructivism, connectivism, digital pedagogy, methodological possibilities.

INTRODUCTION

In recent years, the rapid development of digital technologies has led to the formation of new pedagogical paradigms in the education system. The digitalization of the educational process requires not only the renewal of technical tools but also a fundamental transformation of teaching methodology. This process is especially significant in teaching philosophy, a subject based on conceptually complex and abstract knowledge.

As emphasized by the American scholar J. Dewey, education is not the transmission of ready-made knowledge, but a process of constructing knowledge through personal experience. This idea forms the basis of modern constructivist learning theory. In teaching philosophy, online platforms provide opportunities to implement precisely this constructivist approach.

The theory of connectivism developed by the Canadian researcher G. Siemens substantiates that knowledge in a digital environment is formed through networks. According to this theory, online platforms integrate knowledge sources, discussions, and communication tools into a single network. In philosophy education, this approach expands students' opportunities to compare and analyze various philosophical concepts.

From this perspective, the main objective of the present study is to scientifically substantiate the methodological possibilities of teaching philosophy through online platforms, drawing on the scientific views of leading scholars.

RESEARCH METHODOLOGY

This study is aimed at identifying the methodological possibilities of using online platforms in teaching philosophy in higher education institutions and was conducted on the basis of an integration of philosophical-educational, pedagogical, and empirical approaches. The research methodology was developed with consideration of the specific characteristics of philosophy as a discipline—abstract thinking, logical-analytical reasoning, critical approach, and reflective processes.

The study was grounded in the scientific theories and concepts of the following leading scholars:

Constructivist learning theory (J. Dewey, J. Piaget) [1,2] constituted the main methodological foundation of the research. According to this approach, knowledge is not transmitted in a ready-made form but is formed through the learner's active intellectual engagement. In philosophy education, this approach is particularly important, as students master philosophical concepts by independently analyzing them and drawing conclusions based

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on problem-based questions. Online platforms create a favorable environment for implementing the constructivist approach, as they support students' independent inquiry and exchange of ideas.

Sociocultural development theory (L.S.Vygotsky) substantiates the formation of philosophical thinking through dialogue and discussion. According to this theory, the process of cognition occurs in social interaction. In philosophy education, online forums, virtual discussions, and synchronous debates expand students' "zone of proximal development" and enable collaborative understanding of complex philosophical problems [3].

Connectivism theory (G. Siemens) explains the formation of knowledge through networks in a digital environment. Since philosophical knowledge is connected with different historical periods, schools, and concepts, the connectivist approach in philosophy education serves to reveal logical links between various philosophical ideas through online platforms [4].

Reflective and experiential learning model (D. Kolb) was adopted as an important methodological basis in the study. According to this model, knowledge is formed through the stages of experience, reflection, conceptualization, and practical application. Given that reflection occupies a central place in philosophy education, online essays, blog posts, and analytical writing were identified as methodologically effective tools [5].

The study was organized on the basis of a quasi-experimental design, in which control and experimental groups were formed:

Control group – philosophy was taught through traditional classroom-based instruction;

Experimental group – philosophy classes were organized using online platforms.

In both groups, the curriculum, topics, and academic workload were identical, with differences manifested only in the learning environment and methodological approaches. This condition contributed to ensuring the reliability of the research findings.

In the experimental group, the following online platforms were used: Google Classroom, Moodle, and Zoom. These platforms were adapted to the content of philosophy and applied in the following methodological forms:

Organizing classes based on problem-oriented philosophical questions (using the sections of ontology, gnoseology, and axiology as examples);

Online analysis of classical philosophical texts (based on the works of Plato, Aristotle, Kant, Farabi, and Ibn Sina);

Virtual philosophical discussions (based on the principles of Socratic dialogue);

Reflective essays and analytical written assignments (aimed at identifying the student's personal philosophical position);

Asynchronous forum discussions (to develop critical thinking).

These methods were developed in accordance with the "Conversational Framework" concept proposed by D. Laurillard [6], ensuring continuous interaction between teacher–student–content.

During the research process, the following empirical data were collected:

Diagnostic and final tests – to determine the level of mastery of philosophical concepts;

Questionnaires – to assess students' attitudes toward online philosophy education and their level of reflective thinking;

Pedagogical observation – to analyze participation activity and the quality of communication in online discussions;

Analysis of students' written works – to identify the level of critical and logical thinking.

The collected data were processed using comparative, percentage-based, and qualitative analysis methods. Students' levels of critical thinking were assessed based on the indicators

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developed by R. Ennis. The results of the control and experimental groups were compared, and the methodological effectiveness of teaching based on online platforms was determined [7].

RESULTS

The results of the study showed that philosophy classes organized using online platforms had a positive impact on students' knowledge quality, critical thinking, and reflective competencies. The findings were analyzed by comparing the control and experimental groups.

A total of 84 students participated in the study:

Control group – 42 students (traditional instruction);

Experimental group – 42 students (instruction via online platforms).

The groups were almost equal in terms of initial knowledge levels, ensuring the objectivity of the experimental results.

The following table presents the students' final test results in percentages.

Table 1.

Level of Mastery of Knowledge in Philosophy (%)

Assessment Level	Control Group (%)	Experimental Group (%)
High	26.2	47.6
Medium	45.3	38.1
Low	28.5	14.3

As can be seen from the table, the percentage of high-level mastery in the experimental group increased by **21.4%**, while the percentage of low-level results nearly halved. This indicates that classes organized using online platforms contributed to a deeper understanding of philosophical concepts.

Students' levels of critical thinking were assessed based on R. Ennis' indicators (analysis, justification, drawing conclusions, evaluation).

Table 2.

Development of Critical Thinking Competencies (%)

Indicators	Control Group	Experimental Group
Problem Analysis	54.8	76.2
Justification Ability	51.2	73.8
Independent Conclusion	49.6	71.4
Reflective Evaluation	46.9	69.1

According to the results, the experimental group showed an average increase of 20–23% in critical thinking indicators. This confirms the effectiveness of online forums, problem-based questions, and reflective assignments.

The survey results reflected students' level of acceptance of online platforms:

Online discussions facilitated understanding – 78%

Opportunities for independent expression of opinion increased – 81%

Interest in philosophy increased – 74%

More effective compared to traditional classes – 69%

These results indicate that the digital environment enhanced student engagement in philosophy.

DISCUSSION

The results of this study demonstrated the high methodological effectiveness of teaching philosophy using online platforms. When compared with international research, the findings were found to be consistent and aligned.

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Specifically, studies conducted by D. Garrison and T. Anderson emphasized that students' critical thinking levels in online learning environments are higher compared to traditional instruction. In this study, the results of the experimental group confirm these conclusions [8–9].

D. Laurillard, in her work *Teaching as a Design Science*, notes that a dialogue-based digital learning model is effective for teaching complex theoretical subjects. The high results achieved through online discussions and reflective writing in philosophy align with this concept. According to the connectivism theory by Canadian scholar G. Siemens, knowledge is formed more effectively in a networked environment. The study results indicate that online platforms, by connecting various philosophical schools and concepts, improved students' understanding.

Researchers from the CIS, specifically E. S. Polat and V. A. Slastenin, have also emphasized the role of digital learning environments in promoting learner-centered education. In this study, the increase in students' independent thinking and reflective approach supports these scientific views [10–11].

At the same time, the results indicate that the effectiveness of online platforms is directly dependent on the teacher's methodological competence. If digital tools are used only at a technical level, the expected pedagogical outcomes cannot be achieved. Therefore, methodological design plays a decisive role in teaching philosophy online.

CONCLUSION

The results of this study scientifically confirmed that teaching philosophy using online platforms is methodologically effective. The online classes, organized based on constructivism, connectivism, sociocultural approach, and reflective learning concepts, contributed to the development of students' philosophical thinking, critical thinking, and independent reasoning competencies.

In conclusion, online platforms should be regarded not as auxiliary technological tools but as an independent and effective methodological environment for teaching philosophy. Their targeted and scientifically grounded integration into philosophy education can enhance the quality of philosophy instruction in higher education.

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