

Abstract and Recommendations
of the research

There is a prevalent belief that philosophy and philosophical thinking is useless and impracticable; since the philosopher in his ivory tower is meditating upon abstracts. But the truth is that philosophy is originated from society for the service of society.

So those who think that philosophical thoughts are alien from practical life and everyday problems are mistaken; as it can be of great help for any person, including the student, to formulate his own objective thinking.

Accordingly, teaching philosophy is of vital importance specially during the adolescence stage when the student is at the secondary school. Studying philosophy will help the student to find out answers for the various questions raised on his mind.

First : Abstract of the research.

1- Problem of the research:

The problem of the study can be formulated in the following questions:

- A- What are the dimensions of the social function of philosophy?
- B- To what extent are these dimensions achieved in the objectives and content of the philosophy subject at the secondary school?
- C- To what extent are these dimensions achieved in teaching philosophy in the public secondary school?

D- To what extent are these dimensions achieved in examinations of philosophy at the public secondary school?

2- Limits of the research:

- A- The objectives and content of the philosophy subject at the public secondary school-third year.
- B- Teaching philosophy at the public secondary school third year, by teachers of Kalyoubia Governorate.
- C- Examinations of philosophy at the public secondary school.

3- Procedure of the research:

The research does as follows:

A- Chapter One:

- Introduction to shed light on the importance of philosophy, the problem of the study, its limits, its procedure and its importance.

B- Chapter Two:

- Review of literature which is arranged as follows:
 - Studies concerned with sociology of curriculum.
 - Studies concerned with objectives and content of the philosophy subject.
 - Studies concerned with teaching philosophy.

The aim of this review of previous studies is to form a list of dimensions to clear up the social function of philosophy. The studies are limited to the philosophy field at the secondary stage.

C- Chapter Three:

- Definition of the social function dimensions of philosophy according to the review of literature, previous studies and studying philosophy and its nature.
- The relation between philosophy and culture with the development of society.
- A list of the dimensions of the social function of philosophy.

D- Chapter Four:

- An analytical study of the content of philosophy curriculum of the third year, secondary stage, literary section.
- Content analysis, its importance, its uses, its aims and the suitable approach for analysing the present book for teaching philosophy.
- The procedure of the content analysis according to the list of dimensions.
- The objectives analysis to find out the existence of the social dimension in the objectives and content.
- The relation between the objective with the content and the validity with the results of the analysis.
- There is no correlation between the objectives and the content.

E- Chapter Five:

- The checklist, the observation method and the way of preparing the checklist.
- Analysis or evaluation of teachers' performance during teaching philosophy to find out the teacher's creativity in relating the subject to the social reality.
- Applying the main checklist and its sub-items in teaching.
- Computing the validity and reliability and reaching the results which proved that the teacher's performance according to the checklist items was poor.

F- Chapter Six:

- Evaluation of the curriculum through the examination system with its merits and demerits.
- Analysing a sample of exams, included in the textbook, according to the previously prepared list beside analyzing some of the final exams to find out the existence of the social element in them.
- The results proved the examinations do not contain the social dimension.

J- Chapter Seven:

- A general abstract of the study, its results and some recommendations.

Second: Recommendations of the research:

1- Concerning the objectives:

- A- The importance of formulating the objectives in an operational form, definite and far from obscurity and generalization.
- B- The importance of specific objectives following the general ones.
- C- The importance of having attainable objectives related to the social reality to be achieved during teaching.

2- Concerning the content:

- A- Giving much more care to the qualitative side of the content.
- B- Concentrating on the social dimension in the curriculum and relating it to the social life of the students.
- C- Explaining the philosophical and social concepts and terms accurately in the textbook.

3- Concerning the methods of teaching:

- A- Teacher's training on using teaching methods other than the traditional one to stimulate students interests.
- B- Having enough media to help teacher of philosophy in teaching and to assist him to transfer information to the student.
- C- Increasing the hours of teaching philosophy to be two periods instead of one weekly.