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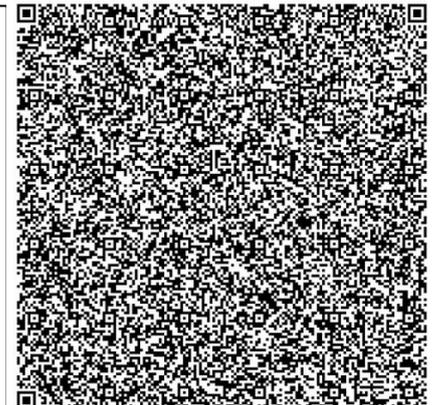
RELEVANCE OF FREIRE'S CRITICAL PEDAGOGY IN TRANSFORMING MODERN EDUCATION

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Abstract

This article focused on the implications of critical pedagogy on classroom setting. This article examines the pedagogical practice through the legitimization of teacher and student experience in various educational programmes and disciplines. Teaching and learning are involved in the production and reproduction of social relationships, transmitting knowledge and power in the community. Draw some recent research work on theories and practices of critical pedagogy. It suggests that students learned their new language through ideas that truly mattered to them. The global education development agenda (SDG 2030) for sustainable development, education moves towards an advanced level of learning, how to think critically and solve problems, and how to be creative and multidisciplinary. The article suggests that to develop a critical pedagogic classroom that reflects the active and conscious nature of the classroom. This paper focuses on the practice of critical pedagogy, particularly in a daily classroom setting.

Keywords : Modern Education, Knowledge, Pedagogy, Sustainable Development, Teaching-Learning



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INTRODUCTION

Education is the fundamental key to achieving human potential and promoting national development. So, provide quality education to develop and maximise the talent and potential of the individual, society, and the nation. There will be growing demand with various scientific and technological advantages in education, as India moves towards a developed country, as well as the largest economy in the world. So, providing quality educational opportunities to all will determine the future of our country. In this context, the global education development agenda (SDG 2030) for sustainable development “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030 (NEP 2020). This goal will require the entire education system to be reconfigured to support and foster learning. Thus, education moves towards an advanced level of learning, how to think critically and solve problems, how to be creative and multidisciplinary, and how to adapt and learn new material in a novel and innovative way (NEP 2020). Pedagogy must make the education more experimental, holistic, integrated, discovery-oriented and enjoyable. According to NEP 2020, the education must be required major reforms that bring the highest quality, equity, and integrity in the education system, from early childhood care and education through higher education by 2040. This article tries to focus on critical pedagogy on the basis of the present requirements of the education system. The origin of the critical pedagogy is basically political and socio-economic bases. Which is focused on the socio-economically backward children in the context of their upliftment into the mainstream. But in the 21st century, many researchers have conducted research work on critical pedagogy to improve critical thinking and understand the effect of education on positive social change. Critical pedagogy is used as a strategy that enhances student consciousness, understanding, and judgment, generating positive behavioural change (Uddin, 2019). Critical pedagogy is both a form of practice and

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action. It's also told us how to improve teaching and learning to effect positive social change (Fobes and Kaufman, 2008).

The contribution of the educational process is one of the ideal alternatives for knowledge acquisition (Nugraha et al., 2024). People can actively participate in changing society and creating something new through the education process. At the same time, the philosophical basis of education as the acquisition of knowledge cannot be denied. Still, there are differences among great philosophers regarding education, and they all sought to change the educational process. For example, Rabindranath Tagor's educational thought reflects on eastern-western thought and established education in the context of naturalistic philosophical thought (Bhattacharjee, 2014). Again, Swami Vivekananda emphasised the importance of spiritual thought in education and developed moral and spiritual values through the child's true nature (Kumar, 2024). Also, like Mahatma Gandhi, Dewey, Frobel had an important influence on the education system. In this context, another name is very important for her contribution to education, **Paulo Freire**. He called the conventional education system non-critical and he also said that the conventional education does not give importance to students who like it or do not like to, want or do not want, but rather the exploitation and force by the teachers and institutions prevails. Which indicate that the conventional education system oppresses the students (Nugraha et al., 2024).

CRITICAL PEDAGOGY

Freire's Critical Pedagogy is an educational philosophy that makes students sociologically, economically, and politically aware. He first coined the concept 'critical pedagogy' in his famous book "Pedagogy of the Oppressed". While explaining this concept of critical pedagogy, he realised that conventional education was teacher-centred, where the role of the teacher was given more importance, and the students were only passive recipients. So, he named the conventional education system the 'Banking model'. As an alternative of banking model, he coined critical pedagogy, and he explained that students learn through 'Dialogue'. Were transferring knowledge or information through discussion and communication among teachers and students.

Critical pedagogy empowers the students to become agents of social change in greater equity and justice, to apply active learning principles in a classroom (Tabrizi, S., & Rideout, G., 2017). Critical pedagogy is an approach that seeks to transform oppressive status in society into the mainstream through using the democratic and effective approaches to education (Braa & Callero, 2006; Shokouh & Pashaie, 2015). Critical pedagogy also provides a theoretical framework to examine the issues and understand the biases and oppressive structures. That can undermine the learning and alienate students (Sunders & Wong, 2020). It has reflected on what teachers do every day in our school settings, the teaching practices and experiences. Handle with our students, our colleagues, classrooms, and even with ourselves (Yolanda, 2012).

McLaren (1999) describes critical pedagogy as a 'way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relationships of the wider community, society, and nation-state'. Critical pedagogy deals with empowering and transforming the powerless, social inequalities and injustices of pupils. Therefore, there is a strong need to foster classroom settings and become committed to our roles in the daily school program (Yolanda, 2012). It is making them active and able to think critically to solve problems and recognise existing curriculum, resources and approaches of teaching, which serve to marginalise certain voices and ways of life (Morgan, 2000). The Freirean pedagogy argues that education is a practice of freedom which requires students to position themselves as subject of social transformation. It is a critique of the banking method of education (Brown and Sekimoto, 2018) and encourages the students to be actively involved in the educational processes to analyse and understand the social, political and cultural system of privilege (Giroux & McLaren, 1989). It also encourages both teachers and students to develop an understanding of the relationship among power, culture and ideology. Critical pedagogy supports a new theory, critically examining and transforming traditional academic boundaries and maintaining the de facto social code (Leistyna & Woodrum, 1996) and perceives the school as a public sphere and links the classroom experience to the wider society, where the teacher and students engage in a discussion (Giroux & McLaren, 1996).

REVIEW OF RELATED LITERATURE

Kaya & Kaya (2017) conducted a study titled *Prospective Teachers' Educational Beliefs and Their Views about the Principles of Critical Pedagogy*. The purpose of the study is to examine prospective teachers' educational beliefs and their views on the principles of Critical Pedagogy. The sample select 452 prospective teachers studying in the Faculty of Education at Muğla Sıtkı Koçman University, Turkey, from different teacher education departments. The data was



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collected through the Educational Beliefs Scale (EBS) and the Principles of Critical Pedagogy Scale (PCPS). The findings indicated that prospective teachers showed higher agreement with Progressivism, Reconstructionism, Existentialism, and Perennialism, whereas Essentialism was the least endorsed philosophy. Regarding Critical Pedagogy, participants moderately supported its principles, particularly the Emancipator School dimension, suggesting a belief in schools as transformative and liberating spaces. Correlation analysis revealed significant positive relationships between certain educational philosophies and dimensions of Critical Pedagogy.

Mahmoudi, Khoshnood, & Babaei (2014) conducted a theoretical study titled *Paulo Freire Critical Pedagogy and its Implications in Curriculum Planning*, to examine Paulo Freire's concept of Critical Pedagogy and to analyze its implications for curriculum planning in contemporary educational systems. The researchers adopted a descriptive-analytical method based on an extensive review of Freire's original works and related literature on Critical Theory and the Frankfurt School. They found that the study highlighted several fundamental principles of Freirean curriculum planning. First, curriculum should be grounded in the traditional and indigenous context of society, reflecting learners' lived experiences and socio-cultural realities. Second, curriculum development must be participatory, involving teachers, students, parents, and community members in a horizontal decision-making process. Third, education is inherently political; therefore, curriculum planning should critically examine issues of power, inequality, and social justice. Fourth, Freire emphasized the integration of cultural elements and economic production processes into curriculum, arguing that schooling should not be separated from real-life work and social transformation.

OBJECTIVES

The objectives of this study are given below-

1. To explain the major concept of critical pedagogy
2. To find out the relevance of critical pedagogy in modern education

METHOD

Fulfilling the objectives of this study, the writer reviews related literature from different sources like ResearchGate, Academia, Google Scholar and Wiley publications. From this section, the writer collects more than 50 scholarly articles and reads them one by one to meet the objectives.

MAJOR CONCEPT OF CRITICAL PEDAGOGY:

Here, explain some major concepts that Freire gives more importance

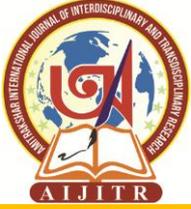
1. PROBLEM-POSING EDUCATION

The concept of the 'banking model', Freire's famous metaphor for traditional education, he claimed that the traditional education system suppresses students' needs, wants and also innovativeness, debate and participative strategies in teaching (Sahoo,2025). But a teacher should be a problem-poser who search thought- provoking questions and encourages students to ask questions (Shor, 2007). Freire rejects the 'banking' approach and emphasises 'reflection,' where the students assimilate knowledge according to his/her own needs. He also enforces that no true learning can occur if students are not actively involved with praxis (Aronowitz, 2004).

Stinson, Bidwell, and Powell explore the pedagogical practices in mathematical class. They provide a brief overview of the theoretical tenets of critical pedagogy and teaching mathematics for social justice (TMfSJ). TMfSJ is how the mathematics teacher acquires a deep understanding of social issues. The researcher designs a mathematics education course that is intended to assist the development of critical mathematics pedagogues. During this research work, one of the TMfSJ lessons on racial profiling, the students shared personal experiences and unveiled social injustices occurring in their community.

Joanna and Tony (2014), in this study, use critical pedagogy in English language teaching (ELT). They recognised that the teachers were exposed emotional upheaval and sometimes encountered risk to change students' views. Through the critical pedagogy, students learned their new language through ideas that truly mattered to them. They are concerned about emotional upheaval, safety, isolation and critical reflection. They concluded that the critical pedagogy requires a balance between action and critical reflection as teachers learn to cope with unexpected material in their classrooms. Because a more participative classroom depends on dialogue, where Dialogic classes are creative and unpredictable, invented in progress, making some teachers worry that they might make mistakes in class (Shor, 1987).

2. TRANSFORMATIVE EDUCATION



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In the traditional classroom is authority-dependence, where the students depend on teachers' authority, that education means listening to teachers who tell them what to do and what things mean (Shor, 2007). Transforming the teacher and students from authoritarian to democratic forms is a long-term project. For this purpose, many researchers have conducted research work on Freirean pedagogy to discover the way of transformation.

Yusuf and Taylor, in their dissertation thesis, identified four aspects of critical pedagogy for transforming the classroom into an active and enjoyable classroom.

Transformative teachers - They identified the first aspect transformative teacher. In this phenomenon, the teacher enacted interesting teaching and learning approaches to better understand the learning material. The teacher used mind-blowing techniques like song, games, and different types of group work. This learning experience will transform a dull and boring subject into one of the most interesting subjects.

Critical voice - The teacher had frequently organised dialogue sessions, where everybody had the opportunity to get involved, to speak up, be encouraged to voice their opinion and reflect on certain issues.

New forms of knowledge - It represents a memorial technique to deliver subject contact. The teacher was developing an engaging classroom culture to deeply understand the subject matter.

Teaching ethically - The teacher displayed a humanistic personality to train and encourage students to be successful in their studies.

Brown & Sekimoto organised a research work on critical pedagogy in the advertising classroom, and they considered that the critical pedagogy rooted their self-reflexivity into a practical condition. Critical pedagogy is a student-centred approach, where the teachers empower and challenge students to think critically about their personal experiences and perspectives that emerge within various consumer-oriented media that reflect advertisers' desire to reach a target audience. Critical pedagogy makes the advertising classroom a microcosm of a larger society, where cultivating the students' critical consciousness can create their identity and professional career within the context of larger social context.

3. CRITICAL CONSCIOUSNESS

Critical consciousness cut to Freire's approach include the goal of social realities, representing the things and facts as they present empirically (Styjes, 2003). Those students who think critically and holistically reflect the highest development of critical consciousness through thought and action (Shor, 2004). In Shors' view, the student sees himself according to the changing needs and is empowered to think and to act around his feel's conditions. The goal of Freirean pedagogy, critical consciousness also described as four qualities (Shor)-

Power Awareness – knowing the dominant power in society and knowing the society that is made and remade by organized group and human action.

Critical Literacy – exercise analytic thinking, speaking, reading, writing, and discover the deep meaning of any text, image, object and situation.

Desocialization – critically examining the values, behaviours, and language that operate in society.

Self-Education– to transform the authoritarian and undemocratic school and society into a democratic and creative society.

Bercaw and Stooksberry (2005) focus on critical pedagogy in a teacher education program and found that in a democratic society, the goal of a teacher education program is to prepare the individual for informed and participative citizenship. For this purpose, three tenets of critical pedagogy are highlighted: (a) reflection upon the individual's culture or lived experience, (b) development of voice through a critical look at one's world and society, and (c) transforming the society toward equality for all citizens through active participation in democratic imperatives. They contend that the critical examination of self and society action upon the existing norms of pursuit in the foundations of a teacher education program.

RELEVANCE IN TRANSFORMING EDUCATION:

Modern education gives more importance in student centred education, where the students actively participate, identify problem and are free to think. In this regard, critical pedagogy is very important and relevant for the present education system.

1. DEVELOP CRITICAL THINKING ABILITY



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The development of critical thinking in students is very important. Critical pedagogy provides a dialogue session so that the students are free to think, identify problems and solve them by themselves.

2. PROMOTE CRITICAL CONSCIOUSNESS

The purpose of education should be to awaken students to the reality of society and take the initiative to change society, which is one of the major concepts of Freire's education.

3. DEMOCRATIC CLASSROOM

In a democratic classroom, all the students actively participate and gain knowledge through cooperation with teachers.

4. PROMOTE SOCIAL EQUALITY

The main objective of Freire's education is to bring the upliftment of the oppressed into the mainstream, which very importance for developing the society and nation in a democratic country.

5. ENHANCE STUDENTS' PARTICIPATION

Freire criticizes conventional education system and coined the name Banking Model of Education. He develops an alternative method, Critical Pedagogy, where the students learning through dialogue, initiation and active participation.

CONCLUSION

Critical pedagogy is a 'way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, and the institutional structures of the school. One of the most important goals of classroom teaching is to develop critical thinking, analysis capability and emphasise the awareness of students about justice and social equality. Critical pedagogy is a student-centred approach, where the teachers empower and challenge students to rethink critically about their personal experiences and social situation. This paper will provide some examples of the use of critical pedagogy in the classroom and how these methods affect students' thinking and learning process. The purpose of the author is to collect some previous research work to examine the effect of critical pedagogy on classroom teaching. Lastly, in an Indian environment, it is not easy to implement critical pedagogy in the classroom. At first, a properly organized classroom setting, curriculum, teacher capability and environment, then it is properly implemented for society and the nation.

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