

Teaching/Learning Philosophy in High School: Case of Congo

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ABSTRACT

This article is a study and research carried out among students in final year literary classes and Philosophy teachers, at the Nganga Edouard high school in Brazzaville Congo), during the 2019-2020 school year. We wanted to answer the following question: what are the didactic and pedagogical problems that philosophy teachers encounter in the transmission of knowledge related to *existence and its problems*? This question is linked to the didactics and pedagogy of philosophy in high school. Propose didactics and pedagogy of philosophy, more adapted to the theme entitled "*the philosophical teaching of existence and its problems*". We arrive at the following results: the difficulties of philosophical teaching on existence and its problems in literary final year classes are linked to the misuse of didactics and pedagogy by teachers; the theme of existence and its problems is not well taught in high school because of the limitations experienced by teachers regarding the methodical explanation of the subjects; the teaching of this theme is too theoretical and far from the real existence and daily experience of learners. We suggest an interactive didactic approach; a participatory pedagogy; an integration of the real problems of the learners' existence, in the content of the lessons.

Keywords: behaviorism, structuralism, didactic problems, pedagogical problems, philosophy of existence.

INTRODUCTION

Among the disciplines that are on the school education program in Congo, Philosophy occupies an important place, because it helps learners to better understand and analyze the problems of human existence in society. It is for this reason that in the literary terminal program, there is the theme entitled "*Existence and its problems*". According to the National Institute of Research and Educational Action (INRAP), the objective of this theme is to lead learners to detach themselves from ignorance of the fundamental problems of human existence, to move towards knowledge of the solutions, proposed by classical philosophers. The teaching of this theme should contribute to healing the ills of the soul, as a remedy for social problems. Our study leads to the result that this objective is not achieved.

Furthermore, INRAP's general education program allows teachers to achieve objectives and evaluate learners based on the knowledge acquired. Among the elements which constitute this

theme there are among others: existence, the different approaches to God, the proofs of the existence of God, the problems of freedom, and the problem of death. Hence, we could already read from philosophers like Saint Thomas Aquinas, Descartes, Spinoza, Hegel, Sartre, Plato and Heidegger that existence is complex. In fact, the teaching of philosophy in Congo aims at a utilitarian end which is none other than awakening a critical mind and teaching learners how to think for themselves, how to put man at the center of existence, and show learners the philosophy that addresses social problems.

Our research starts from the observation that the notion of the real existence of Congolese society, despite its challenges, is poorly developed in the teaching of the theme of *"Existence and its problems"*. The central question of our research is the following: what are the didactic and pedagogical problems that philosophy teachers encounter in the transmission of knowledge linked to existence and its problems? This question is linked to the didactics and pedagogy of philosophy in high school (M. Tozzi, P. Barranger, M. Benoit and C. Vincent write, 1992).

The Main Hypothesis of Our Research Is the Following:

- The difficulties of philosophical teaching of existence and its problems in literary Terminale would be due to the misuse of didactics by teachers.

Secondary Hypotheses:

- The theme of existence and its problems would not be well taught in high school because of the limitations experienced by teachers regarding the methodical explanation of the subjects;
- The philosophical teaching of existence and its problems in literary final year would be too theoretical and far from real existence and the daily experience of learners.

Main Objective:

To propose didactics and pedagogy of philosophy, more adapted to the theme entitled *"the philosophical teaching of existence and its problems"*.

Specific Objectives:

- To suggest an interactive methodological approach to teachers;
- To propose pedagogy, capable of encouraging student participation;
- To insert, into the teaching content, real problems of the learners' existence.

OPERATING FRAMEWORK

Methodology

The variation of a problem or the verification of hypotheses in research presupposes at first glance the use of some technique, methods or means which must be adapted. Methodology is understood as a set of steps followed to reach and demonstrate a truth or what is perceived as such. This means that methodology is a means that leads to the destination, that is, a path to follow to avoid being lost in research. Based on this definition, we say that methodology is an approach adapted by researchers, teachers, in order to do good work.

Taking into account the nature of the hypotheses, the methodology used in this work is the field survey with a view to collecting data from philosophy teachers and learners of the literary terminal. The main thing was to be in contact with the different sources in order to clarify the philosophical teaching of existence and its problems in Terminale A (TA).

We started from a survey carried out at the Nganga Edouard high school in the final A classes, where we found that the learners had difficulty assimilating the course on existence and its problems. This is why we focused our study on this chapter in order to carry out an in-depth study to verify whether this problem relates to didactics.

The programs are developed by the services of the Ministry of Primary Secondary Education and Literacy (MEPSA), in collaboration with other Ministries and partners concerned. The responsibility for developing these programs having a national character is the responsibility of the Institute for Educational Research and Action (INRAP), under the authoritative eye of the supervisory Ministry. These programs contain the following elements: The purposes, goals, objectives, content, learning activities, means of evaluation. This helps to facilitate teachers to properly develop their course in the learning process.

The general philosophy teaching program in TA was analyzed with the aim of verifying the presence or absence of notions on existence and its problems in TA, as well as the importance devoted to the lessons. To do this, the 2014 editions were consulted to conclude whether or not the concepts studied were present in the documents.

The questionnaire is a research tool consisting of both closed and open questions. In this work, we have two types of questionnaires, one questionnaire intended for philosophy teachers, and the other for TA learners. It should also be noted that we only worked with repeaters from Nganga Edouard high school.

Concerning the teachers' questionnaire, our objective is to question them on questions relatively based on the philosophical teaching of existence and its problems. On the other hand, the learners' questionnaire is made up of questions focused on the non-assimilation of existence and its problems, which justifies the learners' inability to fully understand this chapter in class.

In our questionnaire, we developed closed, single-choice questions to which the respondent must answer yes or no,

Multiple choice questions where the respondent can choose between several possibilities, open questions which give the latitude to direct the answer in the desired direction by justifying it.

Operation of the Study

Field of Investigation:

To properly write this document, field work was necessary as is usual in all research work in educational science. The field of investigation of this study was carried out in the city of Brazzaville, capital of the Republic of Congo, which has sixteen (16) general education high schools, namely: La Révolution, AA Neto A and B, Thomas Sankara A and B, Kintéle, Massengo,

Lumumba, Nganga Édouard, Chaminade, EMPGL, Savorgnan de Brazza A and B, Réconciliation, Mafouta, and Nganga Lingolo.

This study concerns the general establishment of the second cycle, precisely the Nganga Edouard high school. In these establishments, the teaching time is set at six (6) hours per week in the literary final year.

The choice of this establishment is justified by several reasons including we completed the practical internship at the Nganga Edouard high school, which pushed us to return to the same high school in order to finish what we started. Another fact is that the Nganga Edouard high school is located in Brazza center, which makes it easier for us to travel. It should also be noted that the working conditions in this high school are very favorable given the cooperation of the teaching staff and the administration.

Presentation:

The Nganga Edouard general education high school was created on August 23, 2013 within the premises of the CEG Nganga Edouard in the school district of Brazza center, in district (4) quatre Moundali.

It is located on the avenue of former children of the troops (AET), and limited to the north by the Soprogi district, to the south by the zoological park and the bugle city, to the east by the General Leclerc preparatory military school (EMPGL), to the west by the National AIDS advisory center and the school of administration and magistracy (ENAM).

On the administrative level, the Nganga Edouard high school is run by a management team made up of (6) six agents including a principal, two Directors of Studies (A and B), a steward and two supervisors. Indeed, the Nganga Edouard high school has a staff of 3077 students and 80 teachers including 9 in philosophy.

The Nganga Edouard high school has six (6) operational buildings including one for the provisorate and the direction of studies, another for supervision, the rest of the buildings (4) are full of seventeen classrooms divided into literary seconds, second scientific, literary firsts, scientific firsts, literary terminal and scientific terminal.

However, it should be noted that the Nganga Edouard high school houses the High School Inspectorate zone 1 (Brazzaville-Pool).

Population and Sample:

Population:

The target population of our study here is made up of all philosophy teachers at the Nganga Edouard high school in Brazzaville and the total number of learners enrolled in the literary final year class during the 2019-2020 school year.

Indeed, what interests us is the performance of learners through a questionnaire.

Table 1: Summary by educational class and student population

No.	Class	Number of Girls	Total workforce.
1	TA1	78	129
2	TA2	51	129
3	TA3	30	84
4	TA4	18	50
5	TA5	78	19
Eff Total		255	411

Source: Direction of studies at Nganga Edouard high school

When we look at this table, we can understand that at Nganga Edouard high school, generally the number of girls enrolled is higher than that of boys for the 2019-2020 school year. From this we can understand that in Congo girls are more educated than boys.

Sampling:

Sampling is the procedure of drawing a representative sample from a targeted population. Better yet it is a part or subset of the population.

It is a group, representative of population which aims to obtain better knowledge of one or more populations by studying a number of samples deemed statistically representative.

Table 2: Study samples

Class	TA1	TA2	TA3	TA4	TA5	Total
Teachers	1	1	1	1	1	5
Students	10	10	10	10	10	50

Source: Personal field survey

From this table it appears that the final sample of the study carried out at the Nganga Edouard high school, composed of four (5) teachers working in the literary terminal and the four (5) classes in which we find the repeaters since we had decided to question only repeaters. He was profitable with everyone.

Data Collection Instrument

All research work must meet scientific requirements. This is what defines its originality. The scientific and originality of a research depends on the data collection protocol which must be based on reliable instruments. The tools that we used were the questionnaire and observation.

Data Analysis Instrument

Data analysis was done using the following instruments; Excel software, R software and Word. To this we have the content and statistical analysis.

The Contents

Content analysis is a set of descriptive, objective, systematic and quantitative techniques used for document exploitation. These are therefore techniques intended to establish meaning and enable an informed understanding of the documents analyzed.

Statistical Analysis

André (P), defines analysis as: *“Statistical analysis is a component of data analysis. It relies on the collection and examination of all data samples. This statistical analysis makes it possible to identify trends.”* Based on our research problem, it is a question of extracting the results of the data through the figures which symbolize the percentages of the people questioned.

Structuring of the Congolese Education System

The Congolese education system is managed by three ministerial departments: Ministry of Education, Primary Secondary and Literacy (MEPSA), the Ministry of Technical Education (MET), and the Ministry of Higher Education (MES). Schematically, the Congolese education system is organized into three main levels: the first level concerns preschool and primary school, the age of which theoretically varies between 3 and 11 years old, the second level targets middle and high school and finally the last is reserved for higher education. Regarding secondary education, this includes two cycles: the first, made up of four years of study, is awarded with the first cycle study certificate (BEPC), and the second lasts for three years leads to the baccalaureate (BAC). The general secondary education on which the choice of our study relates has 3 levels: the second, the first and the final.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The aim of this chapter is to present, analyze and interpret the results obtained from the questionnaires intended for philosophy teachers and learners of the literary terminal.

Data Description

Table 3: Ages and numbers of the population in our study

Ages	18	19	20	21	22
Workforce	2	8	18	15	7

Table 4: Question 1: do you think that philosophy would be the cause of your failure in the baccalaureate?

	Workforce	Frequency
No	38	76%
Yes	12	24%
Total	50	100%

Table 5: Questions 2: Do you usually finish this chapter?

	Workforce	Frequency
No	15	30%
Yes	35	70%
Total	50	100%

By asking this question, our motivation was to know if learners are used to completing this chapter in class. Since this is the last chapter of the program, he might face several difficulties.

Table 5 Question 3: How is this course delivered?

	Workforce	Frequency
In writing	38	76%
By mimeograph	12	24%

Total	50	100%
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Table 6: Question 4: Do you think this chapter is difficult to understand?

	Workforce	Frequency
No	26	52%
Yes	24	48%
Total	50	100%

Table 7: Question 5: What is the specific objective that seems difficult for you to understand?

	Workforce	Frequency
The problem of death	6	12%
Proofs of the existence of God	7	14%
The different approaches to God	19	38%
The problems of freedom	18	36%
Total	50	100%

Table 8: Question 6: According to you this chapter is:

	Workforce	Frequency
Practical	1	2%
Theoretical and practical	11	22%
Too theoretical	38	76%
Total	50	100%

Table 9: Question 7: Which of these concepts seems difficult to you?

	Workforce	Frequency
God	10	20%
Existence	11	22%
The death	16	32%
Freedom	13	26%
Total	50	100%

Table 10 Question 8: In your opinion, teachers often address existence and its problems in daily life?

	Workforce	Frequency
No	15	30%
Yes	35	70%
Total	50	100%

Table 11 Question 9: Do teachers approach existence in a social dimension?

	Workforce	Frequency
No	15	30%
Yes	35	70%
Total	50	100%

Table 12: Question 10: How do you find this chapter?

	Workforce	Frequency
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Interesting	40	80%
Less interesting	10	20%
Total	50	100%

Table 13: of crossing between sex and frequencies

	Workforce	Frequency
F	25	50%
M	25	50%
Total	50	100%

Bivariate Data Analysis

In this section, we combine the gender character with the questions asked to the students. The aim is to find out whether the answers given by learners depend on gender or not. On this, we carried out chi-square independence tests using the R software to see whether the results are statistically significant or not at the risk threshold of the first kind α . We set the risk threshold α at 5%. So, if the p-value is greater than α then the results are not statistically significant at the risk threshold of 5%, that is to say the answers given by the learners do not depend on their gender. Otherwise, if the p-value is less than α , the results are statistically significant, that is to say the answers given by the learners depend on their gender.

Question 1: Do You Think That Philosophy Would Be the Cause of Your Failure in The Baccalaureate?**Table 1: intersection between gender and question 1**

	No	Yes	Total
F	18	7	25
M	20	5	25
Total	38	12	50

Table 1 Analysis Results

Pearson's Chi-squared test with Yates' continuity correction data: table 1

X-squared = 0.10965, df = 1, p-value = 0.7405

Comment

Since the p-value is equal to 0.7405 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant.

Question 2: Do You Often Finish This Chapter?**Table 2: intersection between gender and question 2**

	No	Yes	Total
F	8	17	25
M	7	8	25
Total	15	35	50

Analysis Results from Table 2

Pearson's Chi-squared test with Yates' continuity correction

Data: table 2

X-squared = 0, df = 1, p-value = 1

Comment

Since the p-value is equal to 1 and greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are statistically significant.

Question 3: How Is This Course Delivered? In Writing? Or By Mimeograph?

Table 3: intersection between gender and question 3

	In writing	By handout	Total
F	18	7	25
M	20	5	25
Total	38	12	50

Analysis Results from Table 3

Pearson's Chi-squared test with Yates' continuity correction

Data table 3.

X-squared = 0.10965, df = 1, p-value = 0.7405

Analysis results from Table 3

Comment

Since the p-value is equal to 0.7405 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant.

Question 4: In Your Opinion, This Chapter Is Difficult to Understand?

Table 4: Intersection between gender and question 4

	No	Yes	Total
F	11	14	25
M	15	10	25
Total	26	24	50

Analysis Results from Table 4

Pearson's Chi-squared test with Yates' continuity correction

Data: table 4

X-squared = 0.72115, df = 1, p-value = 0.3958.

Comment

Since the p-value is equal to 0.3958 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant.

Question 5: What Is the Specific Objective That Seems Difficult for You to Understand?

Table 5: Intersection between gender and question 5

	The problem of death	The different approaches to God	Proofs of the existence of God	The problems of freedom	Total
F	1	12	3	9	25
M	5	7	4	9	25
Total	6	19	7	18	50

Table 5 Analysis Results

Pearson's Chi-squared test

Data: table 5

X-squared = 4.1253, df = 3, p-value = 0.2482

Comment

Since the p-value is equal to 0.2482 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant.

Question 6: According to You This Chapter Is:**Table 6: Intersection between gender and question 6**

	Practical	Theoretical and practical	Too theoretical	Total
F	0	5	20	25
M	1	6	18	25
Total	1	11	38	50

Table 6 Analysis Results

Pearson's Chi-squared test

Data: table 6

X-squared = 1.1962, df = 2, p-value = 0.5499

Comment

Since the p-value is equal to 0.5499 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant

Question 7: Which of these Concepts Seems Difficult?**Table 7: Intersection between gender and question 7**

	God	Existence	The death	Freedom	Total
F	5	6	8	6	25
M	5	5	8	7	25
Total	10	11	16	13	50

Analysis Results from Table 7

Pearson's Chi-squared test

Data: table 7

X-squared = 0.16783, df = 3, p-value = 0.9826.

Comment

Since the p-value is equal to 0.9826 is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant

Question 8: According to Teachers, They Often Approach Existence and Its Problems In Daily Life?**Table 8: intersection between gender and question 8**

	No	Yes	Total
F	8	17	25
M	6	19	25

Total	14	36	50
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Table 1 Analysis Results

Pearson's Chi-squared test with Yates' continuity correction

Data: table 8

X-squared = 0.099206, df = 1, p-value = 0.7528.

Comment

Since the p-value is equal to 0.7528 is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant

Question 9: Do Teachers Approach Existence in A Social Dimension?

Table 9: Intersection between gender and question 9

	No	Yes	Total
F	12	13	25
M	3	22	25
Total	15	35	50

Table 9 Analysis Results

Pearson's Chi-squared test with Yates' continuity correction

Data: table 9

X-squared = 6.0952, df = 1, p-value = 0.01355.

Comment

Since the p-value is equal to 0.01355 is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant

Question 10: How Do You Find This Chapter?

Table 10: Intersection between gender and question 1

	Interesting	Less interesting	Total
F	18	7	25
M	22	3	25
Total	40	10	50

Table 10 Analysis Results

Pearson's Chi-squared test with Yates' continuity correction

Data: table 10

X-squared = 1.125, df = 1, p-value = 0.2888.

Comment

Since the p-value is equal to 0.2888 and is greater than 0.05 then, at the risk threshold of the first kind $\alpha = 5\%$, the results are not statistically significant.

DISCUSSION

The results of our investigation must be discussed taking into account four theories mentioned above in the reference theories, namely behaviorism, constructivism, socio-constructivism and curricular theory.

Concerning the behaviorist theory, which is applied in Congo, we can confirm that this theory is applied by teachers. On the other hand, by following the answers given by students, teachers do not put in place the mechanisms if the objectives are achieved.

The constructivism theory says the learner must construct himself from his own knowledge. However, in the questionnaire the learners responded that philosophy was too theoretical, to the extent that philosophy teachers approach existence and its problems not in the daily experiences of learners, but they evoke the existence of classical philosophers.

According to social constructivism, the learner constructs his knowledge from interaction with the teacher. According to our investigation, we observed in the field that there is interaction between teachers and learners in learning.

Our investigation made it possible to understand that in our high schools we do not carry out a complete study of documents and tutorials.

VERIFICATION OF INITIAL HYPOTHESES

The main hypothesis is as follows:

- The difficulties of philosophical teaching of existence and its problems in literary terminal year are due to the misuse of didactics by teachers. This hypothesis is verified by going back to question 5, in the answer given by the learners.

Secondary hypotheses:

- The theme of existence and its problems would not be taught well in high school because of the limitations experienced by teachers regarding the methodical explanation of the subjects. The hypothesis is verified to the extent that there are certain specific objectives that learners do not understand because there is too much theory and nothing from the daily experiences of learners.
- The philosophical teaching of existence and its problems in literary terminale would be too theoretical and far from the existence of the daily experience of learners.

SUGGESTIONS

Constructivism

Constructivism is a learning theory associated with the name of Jean Piaget (1896-1980), a great figure in developmental psychology. For this specialist, knowledge is not transmitted from an individual who does not know according to a pitcher system, but is constructed by the individual who learns. Indeed, constructivism postulates that all learning is constructed by the learner based on their knowledge and previous experiences. The individual understands new situations through what he already knows and modifies previous knowledge to develop new ones. According to this educational trend, the learner appropriates knowledge through exploitation, active learning and putting it into practice, by confronting situations and adapting the learner by solving problems.

Piaget highlights the learner's ability to adapt to new situations. Thus, "Adaptation is a balance between assimilation and accommodation". Assimilation is characterized by the integration, by the learner, of new objects or new situations into their mental schema. And accommodation is

defined as the learner's ability to restore their knowledge to integrate a new object or a new situation. This process leads the learner to modify his mental schemes.

In this constructivist current, the teacher plays the role of accompanist, he helps the learner to construct new knowledge, then to consolidate it by means of relevant activities, leading the learner to question himself and to call on their previous knowledge to solve problems. To this there is the task of establishing its rules, giving avenues for reflection and then letting the learner discover the solution. This approach requires a high level of competence from the teacher, because he or she must invent situations conducive to the teaching of new knowledge. The learner acts as a decision-maker in his knowledge construction process. He learns through discovery and experience; he mobilizes his thinking and his previous patterns to build again. Thus, this educational trend places at the center of learning, the creative competence of the learner who, although, confronted with problems of adaptation to the learning environment, must be engaged and widely involved in the active development of her thought. This is how he advocates the idea that *"it is the learner who learns and no one else can do it for him"*, he is the only one and responsible for his learning from the representations that 'he does.

However, the role of the teacher is essential if and only if the learner cannot find alone the data necessary to change his conception and to construct new knowledge. It is at this moment that he intervenes to propose and implement socio-constructivist pedagogy in order to allow learners to construct new knowledge, that is to say, what is designed oneself is easily assimilated that what is designed by the other. So, constructivism is one of the methods that can designate the mechanism by which the learner constructs his knowledge. This pedagogy is learner-centered. It is he who learns through his representations. Initial designs are not only the starting point and outcome of the activity, they are the heart of the learning process.

Social Constructivism

Like constructivism, socio-constructivism is also a movement which places the learner at the center of learning. However, if according to constructivism the learner constructs his knowledge from his representations, socio-constructivism for its part supports the hypothesis according to which the learner constructs his knowledge from the interaction with the teacher. Because the classroom is a micro-society and the framework in which learning takes place, the different exchanges between teachers/learners and learners/teachers are essential. They allow everyone to strengthen and internalize skills effortlessly and without being aware of the regularities of learning.

The learning context arises both from these representations and from peer interactions. Thus, is why, the teacher must always encourage exchanges between learners. The teacher's role is no longer to transmit, but to teach, that is to say, to assist the learner in the self-construction of his knowledge.

Socio-constructivism relates to social problems in their relationship with construction. Just as with Piaget and constructivism, social constructivism assumes that knowledge is a construction. Also, socio-constructivism is, here, used in the school context, that is to say in the context where the student constructs his knowledge in relation to his social environment. Indeed, it is the student who learns and no one can do it for him. Vygotsky was the first to emphasize the importance of social interaction in the development of knowledge in children.

Thus, the construction of knowledge, although personal, takes place within a social framework. Likewise, information is linked to the social environment, the context and ideas come both from what we think and from what others bring as interactions.

However, it is difficult for the student to find all the data necessary for any change of conception on his own. The role of the teacher is then essential in this sense that it is he who must propose and implement socio-constructivist pedagogy to enable students to construct and integrate new knowledge. Under these conditions, the construction of knowledge, although personal, takes place within the social framework. The social environment is called upon here for the proper transmission and acquisition of new knowledge. Therefore, the acquisition of knowledge depends on the educational context, that is to say the teaching and learning situation and related activities.

While Piaget describes development as an internal construction of the subject, resulting from interaction with objects, Vygotsky considers it as the appropriation of knowledge developed in social interactions. Cognitive development is, then, received *as the movement of appropriation by the individual of human activities stored in the world of culture*. This means that the development of knowledge apprehension depends on human activities recorded in the world of culture. Culture. In other words, the appropriation of knowledge is dependent on activities emanating from the world of culture. Here, culture plays an indispensable role in the acquisition of knowledge.

For Vygotsky, development is conceived as a socio-construction, which follows a direction strictly opposite to that conceived by Piaget: self-construction. It is therefore social learning that causes development. The Vygotskian approach reverses the order of relationships between development, learning and education as understood by Piaget. However, Vygotsky believes that children develop because they learn. It is through learning that development takes place. Learning precedes development and not the other way around.

In the same perspective, Doise and Mugny (1997: 226) state this as being: *"The correct model certainly plays a role in learning, to the extent that it gives rise to a socio-cognitive conflict: the model introduces opposing centers and offers at the same time to the subject disturbed elements important for the reorganization of his cognitive approach*. This nuance relating to the imitation process provides the opportunity to integrate perspectives in the sense that the individual is not likely to carry out a "direct" imitation of a model following an observation. It appears that he must rather feel a conflict and actively accommodate his own schemes based on the information received from the model, thus managing to overcome the conflict generated by the interaction.

Indeed, social interaction does not immediately imply cognitive progress. Interpersonal and communication skills are fundamental so that those involved in the interaction can benefit in terms of cognitive development. The individual in whom these skills are underdeveloped risks having some difficulty in "negotiating the meaning" of reality. However, explains Doise (1993: 126), at any time of his development, *"specific skills allow the individual to participate in relatively complex social interactions which can give rise to new individual skills which can be enriched again when participating in other social interactions."*

Social interaction plays a crucial role in the appropriation of knowledge during learning, that is to say when the student is learning, he must be with his peers and the teacher. The skills and abilities are possible in a student when he comes into contact with his peers, his parents, even his social environment. This implies that without these mutual interactions, there is no learning and, consequently, no appropriation of knowledge among students. In most cases said Crahay (p. 203), "*the individual does not act alone on reality, he rather has the opportunity to coordinate his own actions with those of others in order to enrich his operations*". As we said previously, the individual does not act alone according to social constructivist theory, on the contrary, his learning is influenced by the relationships he maintains with others.

To facilitate learning according to this concept, it is necessary to encourage team work which is supervised, in which each participant explains their approach and thus allows the child to construct new knowledge. This approach is also part of the desire to use individual and collective knowledge to facilitate the development of new knowledge.

It is by coordinating his actions with those of partners that the subject is led to cognitive equilibrations of which he is not capable individually. Then, children can benefit personally after having participated in this type of exchange, they are able to carry out tasks previously successfully completed in a social situation on their own. Likewise, inter-individual exchanges become a source of cognitive progress through the socio-cognitive conflicts they give rise to. According to Tozzi, socio-cognitive conflict in philosophy is the process of questioning one's personal opinions through reflexive confrontation, most often argumentative, with the representations of others (the teacher, philosophical authors, classmates, the participants in a philosophy café). Tozzi's definition is similar to that of Vygotsky in that everyone agrees on the comparison of students' points of view. This confrontation is a source of rectifying a misunderstanding that hovers in the student's mind. And Tozzi does not indicate the age at which this phenomenon occurs. It is implied that for Tozzi, this phenomenon occurs at any age of learning.

CONCLUSION

The present study had the advantage of showing that learners in final year A experience enormous difficulties in assimilating the notion of existence and its problems, which are observed through their inability to approach the question and deal with it efficiently. in their dissertation and philosophical comments. In this research, our major concern has been to identify the problems that prevent teaching and learning and the existence and its problems in the literary final year class, and to propose the contributions to remedy this problem.

At the end of this study, we noted that the course on the philosophical teaching of *existence and its problems* is indeed taught in high school and appears in the INRAP program in OG7.

However, in this learning the learners are confronted with several difficulties linked to the teachers who finish this chapter with difficulties, since it is the last chapter of the philosophy program, and the period in which this chapter passes is devoted in particular to the exams of States, the white baccalaureate, and the baccalaureate. Some teachers rush to finish or abandon the course.

In addition, we note during this study that almost all of the concepts in this chapter are too metaphysical and too theoretical with concepts like God, death, freedom, existence leads to debates in class and does not advance the lesson. This is what blocks learners' understanding. And this is also explained by the learners' disinterest in the course. This means that this chapter is rarely offered in the baccalaureate, at the risk of putting candidates in difficulty.

As we can see, the program itself does not provide enough elements. The fact that there is too much theory, the chapter is neglected by all the teachers, especially since they are tired after a busy year of courses, they no longer explain it well. We note that the chapter on existence and its problems is poorly developed, due to the fact that several thinkers are not really addressed. However, we can see that, despite the teachers' negligence in teaching the course on existence and its problems, the learners also do not put effort into the philosophy courses. Regarding the questionnaire addressed to learners, we understood that the students responded favorably to the questions asked.

The teacher is the main actor in the training of learners. Consequently, he must develop a professional and impeccable conscience in order to properly accomplish the tasks entrusted to him. Teachers must apply themselves in research, in order to explain lessons according to the daily experiences of learners, and not according to the lives of philosophers, they must put the student at the center of learning as we had meant in the theories of reference developed.

Furthermore, INRAP must put in place the necessary equipment and means to facilitate research. He must support teacher-researchers in carrying out this work that will improve teaching/learning programs and activities. The noble mission of INRAP will remain the promotion of research in all areas of education. INRAP, in developing programs, should take into account the daily experience of learners, that is to say moving away from theory and moving towards practice.

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