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Philosophy in the Age of Artificial Intelligence: Cognitive Expansion or Crisis of Reason?

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Abstract:
Artificial intelligence (AI) is considered one of the most significant technological developments influencing various fields, including philosophical education. With the growing integration of AI technologies into educational environments, new opportunities have emerged to enhance the teaching and learning of philosophy through interactive AI-based tools. These tools enable students to engage with intelligent systems in order to explore complex philosophical concepts and raise questions that stimulate critical thinking. Despite the considerable benefits that AI can offer, its use in philosophical education also presents notable challenges, particularly regarding its potential impact on critical thinking and human creativity. This paper examines the possibility of integrating artificial intelligence into the teaching of philosophy through a field survey conducted among learners to assess their awareness of the value and importance of activating AI in education. It seeks to answer the central question: Can artificial intelligence enhance philosophical thinking among researchers in the field of philosophy without diminishing their capacity for independent thought?

Key Words:
Artificial Intelligence; Philosophical Education; Critical Thinking; Independent Thinking; Human Creativity; Educational Technology; Philosophy of Mind; AI Ethics.

Introduction:

Artificial intelligence (AI) is considered one of the most prominent technological developments that has affected many fields, including philosophical education. With the increasing use of AI technologies in education, it has become possible to improve the process of learning philosophy through interactive tools based on artificial intelligence. These tools allow students to interact with intelligent systems to explore

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complex philosophical concepts and raise philosophical questions that enhance critical thinking. Despite the significant benefits that artificial intelligence may offer, there are many challenges that researchers in the field of philosophy may face due to the impact of artificial intelligence, which remains a double-edged sword, such as its effect on critical thinking and human creativity. Through this research paper, we will attempt to discuss the possibility of applying artificial intelligence in teaching philosophy, by conducting a field survey of some learners to determine the extent of their awareness of the value and importance of activating artificial intelligence in the field of education. All these points and others lead us to ask: Can artificial intelligence help enhance philosophical thinking among researchers in the field of philosophy without diminishing their abilities for independent thinking?

First: The Concept of Artificial Intelligence and Its Importance:

Given the value and prominent importance of artificial intelligence, many definitions have been proposed by scientists and researchers in this field. Perspectives have varied regarding its concept; some consider it one of the applications of computer science, while others see it as an independent science branching from computer sciences. There are those who focus on programming capabilities as a fundamental factor in producing artificial intelligence, while others believe that the machine itself can achieve this. From this diversity, it is clear that there is no fixed agreement among specialists on a specific definition of artificial intelligence. Among these definitions: "Artificial intelligence is a branch of computer science that investigates the understanding and application of technology based on simulating the computer to the characteristics of human intelligence." Artificial intelligence is one of the branches of computer science that focuses on understanding and developing technologies that enable the computer to simulate characteristics of human intelligence such as thinking, learning, and decision-making. This field relies on designing algorithms and systems capable of processing data in a way that enables them to perform complex tasks in a manner that simulates human capabilities. Artificial intelligence represents an important step toward enhancing technological innovation and developing effective solutions in multiple fields.

It is also defined as: "Artificial intelligence is a scientific development through which it has become possible to make the machine perform tasks that fall within the scope of human intelligence such as learning machines, logic, self-correction, and self-programming." The development of artificial intelligence as a scientific achievement aims to enable the machine to perform functions similar to human abilities. Artificial intelligence is not limited to executing fixed programming instructions but includes advanced fields such as machine learning and interactivity.

Second: Philosophy and Artificial Intelligence:

Throughout the ages, philosophy has proven to be the cornerstone upon which all developments are built. In the age of artificial intelligence, which witnesses astonishing technological development and its ability to simulate many human mental processes, philosophy emerges as a crucial tool for understanding this major transformation. Philosophy provides a framework for reflecting on the profound questions raised by artificial intelligence regarding the nature of mind, consciousness, ethics, and knowledge. It also helps explore the social and cultural implications of this technology and guide its use in a way that ensures justice and the protection of human values. Through philosophical thinking, we can confront the ethical challenges associated with artificial intelligence and formulate a comprehensive vision that enhances balance between technological possibilities and human needs.

Discussing the relationship between artificial intelligence and philosophy highlights the significant influence of philosophical theories in shaping this advanced field. Artificial intelligence relies on foundations inspired by rationalist philosophy, which focuses on logical thinking; computational philosophy, which considers the mind as a machine capable of modeling; and functionalist philosophy, which sees the mind as understandable through its functions rather than its physical structure. Ethics and values also play a central role in guiding the use of artificial intelligence. For example, rationalist philosophy is used in designing

algorithms that simulate logical thinking, such as decision-making systems in self-driving cars. Functionalist philosophy inspires the construction of neural networks that simulate human mental functions, such as pattern recognition in images or texts. On the ethical side, issues such as the moral dilemma in programming smart cars (who should be saved in the event of an accident?) reflect the need for philosophical values to ensure decisions that serve justice and the public interest.

Talking about the relationship between artificial intelligence and philosophy leads us to say that the philosophical roots of artificial intelligence are influenced by a variety of philosophical theories. Artificial intelligence relies on rationalist philosophy, computational possibilities, functionalist philosophy, and scientific philosophy, in addition to ethics and values. The development of artificial intelligence requires attention to philosophical and ethical aspects to ensure its use in ways that benefit humanity.

Since the emergence of artificial intelligence, scientists have faced deep philosophical problems that could not be solved by technical methods alone, prompting them to return to philosophy, the "mother of sciences," to seek answers to complex intellectual questions. These problems stemmed from a central question: How can the ambitious project of artificial intelligence be realized? This question was not purely technical but philosophical in essence, branching into topics related to existence (ontology), knowledge (epistemology), mind, language, and even metaphysics. Accordingly, the role of philosophy in artificial intelligence can be divided into two main axes:

First axis: Philosophy addresses the issues raised in the field of artificial intelligence through research and study. For example, the issue of machine intelligence raises the following question: Can a machine truly become intelligent? This question leads us to explore the nature of intelligence itself and whether a machine can go beyond being a programmed system to become an entity capable of independent thinking.

Second axis: Artificial intelligence scientists have benefited from many philosophical fields to develop intelligent software. For example:

- Ontology: Used in building data structures that represent concepts and relationships in various domains.
- Epistemology: Helps design learning algorithms aimed at improving the machine's ability to acquire and apply knowledge.
- Philosophy of mind: Inspires models that attempt to simulate human mental processes, such as pattern recognition systems.
- Philosophy of language: Applied in developing natural language processing systems, such as those used in virtual assistants like "ChatGPT."

This close relationship between philosophy and artificial intelligence shows that philosophy is not merely theoretical reflection but a practical tool contributing to shaping the foundations of artificial intelligence and guiding its development. It cannot be denied that artificial intelligence can also play an active role for philosophy, as it is considered a tool for enriching philosophical thinking. Artificial intelligence has contributed to advancing philosophical debate about the nature of mind and consciousness, including research into the possibility of reaching conscious machines. Consciousness, according to the conception presented by many philosophers, is the result of complex interactions in the human brain; therefore, artificial beings are not truly capable of consciousness.

If artificial intelligence relies on programming and machine learning to perform tasks and analyze data, it can be modified to simulate some aspects of human thinking such as pattern recognition, decision-making, and learning from data and applying it in different contexts. However, current artificial intelligence lacks consciousness in the sense possessed by humans, since all its actions and interactions can be interpreted as

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results of the programming and algorithms that operate it. Therefore, artificial intelligence does not possess a sense of self or self-awareness.

Among the problems addressed by philosophy in its relationship with artificial intelligence is the threat of artificial intelligence to human abilities and the fear of the erosion of human creativity. Human creativity depends on critical thinking and innovation, two fundamental features that are imitated in artificial intelligence. With the advancement of artificial intelligence in producing literary texts, artistic paintings, and even music, the question arises as to whether human creativity will lose its value. Our increasing reliance on artificial intelligence may lead to "cognitive laziness," where our critical thinking abilities decline due to dependence on machines.

Fourth: Teaching Philosophy and Artificial Intelligence:

1. Questionnaire on the Impact of Artificial Intelligence on Learning Philosophy and Developing Critical Thinking Directed to Final-Year Students Specializing in Literature and Philosophy

Dear student,
This questionnaire aims to explore your opinions about the impact of artificial intelligence on learning philosophy and its ability to enhance critical and creative thinking. Please answer the following questions honestly. Your responses will be used for research purposes only.

Part One: Personal Data

1. Gender:
   - ☐ Male
   - ☐ Female
2. Age:
   - ☐ Under 18 years
   - ☐ 18 years
   - ☐ Over 18 years
3. Your level of interest in philosophy:
   - ☐ Low
   - ☐ Medium
   - ☐ High

Part Two: Awareness of Artificial Intelligence in Philosophical Education

4. Have you heard about the use of artificial intelligence in learning philosophy?
- ☐ Yes
- ☐ No

5. If your answer is "Yes," what is your opinion of its role?
   - ☐ Very positive
   - ☐ Somewhat positive
   - ☐ Neutral
   - ☐ Somewhat negative
   - ☐ Very negative
6. Have you used artificial intelligence tools such as ChatGPT or other applications to study philosophical topics?

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- ☐ Yes
- ☐ No

Part Three: The Impact of Artificial Intelligence on Philosophical Thinking

7. In your opinion, can artificial intelligence help simplify complex philosophical concepts?
- ☐ Yes, greatly
- ☐ Yes, to some extent
- ☐ No

8. Do you think that the use of artificial intelligence enhances students' critical thinking?
   - ☐ Yes, greatly
   - ☐ Yes, to some extent
   - ☐ No
9. In your opinion, does artificial intelligence pose a threat to students' ability for independent thinking?
   - ☐ Yes, greatly
   - ☐ Yes, to some extent
   - ☐ No
10. In your opinion, can artificial intelligence be relied upon as a supportive tool in writing philosophical research?
    - ☐ Yes
    - ☐ No

2. Analysis of the Questionnaire Results:

Analysis of the questionnaire results on the impact of artificial intelligence on learning philosophy and developing critical thinking

Part One: Personal Data

1. Gender:
   10 male participants 33.3%.
   20 female participants 66.7%.

Notes: It seems that the participation rate among females is higher than males, which may reflect greater interest among females in this topic.

2. Age:

- 20 participants aged 18 years: 66.7%
- 10 participants over 18 years: 33.3%

Notes: The majority of participants are in the 18-year age group, which indicates that the sample focuses on university youth or the secondary school stage.

3. Level of interest in philosophy:

Low: 2 participants 6.7%
Medium: 8 participants 26.7%
High: 20 participants 66.7%

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Notes: The largest percentage of participants have a high interest in philosophy, which makes the questionnaire more accurate in exploring the impact of artificial intelligence on this group.

Part Two: Awareness of Artificial Intelligence in Philosophical Education

4. Knowledge of the use of artificial intelligence in learning philosophy:
Yes: 5 participants 16.7%
No: 25 participants 83.3%

Notes: The majority of participants have not heard about the use of artificial intelligence in philosophical education, which indicates the need to increase awareness of these tools.

5. Opinion about the role of artificial intelligence among those who have heard about it:
Very positive: 10 participants.
Neutral: 20 participants.

Notes: Neutral responses are the most common, which indicates that the experience of artificial intelligence in philosophy is not widespread enough to give clear judgments.

6. Use of artificial intelligence tools in studying philosophy:
Yes: 15 participants 50%
No: 15 participants 50%

Notes: There is an equal division between those who have used the tools and those who have not, which highlights the difference in experiences among participants.

Part Three: The Impact of Artificial Intelligence on Philosophical Thinking

7. Simplifying philosophical concepts:
Yes, greatly/to some extent: 25 participants 83.3%
No: 5 participants 16.7%

Notes: Most participants believe that artificial intelligence can contribute to simplifying philosophy, which reflects a positive view of its usefulness.

8. Enhancing critical thinking:
Yes, greatly/to some extent: 15 participants 50%
No: 15 participants 50%

Notes: There is a division among participants regarding the ability of artificial intelligence to enhance critical thinking, which reflects some hesitation or lack of confidence.

9. Threat to independent thinking:
Yes, greatly/to some extent: 20 participants 66.7%
No: 10 participants 33.3%

Notes: Most participants believe that artificial intelligence may pose a threat to the ability of independent thinking.

10. Reliance on artificial intelligence in writing philosophical research:
Yes: 20 participants 66.7%
No: 10 participants 33.3%

Notes: It appears that the majority of participants see artificial intelligence as a supportive tool in the field of research.

The results of the questionnaire revealed a set of important points that shed light on the role of artificial intelligence in the field of philosophical education. The most prominent results can be summarized as follows:

- Great interest in philosophy: More than two-thirds of the participants have a high interest in philosophy, which reflects awareness of its importance as a tool for developing critical and creative thinking.
- Weak awareness of the use of artificial intelligence: The majority of participants (83.3%) showed that they are not familiar with artificial intelligence applications in philosophical education, which indicates the presence of a knowledge gap that needs to be addressed.
- Division of opinions regarding critical thinking: Half of the participants believe that artificial intelligence can enhance critical thinking, while the other half see its impact as limited, which reflects differences in personal experiences or knowledge of the tools.
- Concern about independent thinking: 66.7% of participants expressed concern about the impact of artificial intelligence on students' ability for independent thinking, which indicates legitimate concerns that should be handled carefully.
- Potential of artificial intelligence: Most participants expressed optimism about the ability of artificial intelligence to simplify complex philosophical concepts and contribute to writing research, which indicates a potential positive role for this technology.

3. Recommendations based on the questionnaire results:
Based on the questionnaire results and data analysis, a set of recommendations can be presented covering several aspects, including awareness, training, tool development, and support for independent thinking.

Awareness and education:

- Launch awareness campaigns: Introduce students and teachers to the importance of artificial intelligence and its applications in philosophical education through workshops and lectures.
- Introduce artificial intelligence into curricula: Include educational units related to the use of artificial intelligence in philosophical education, with a focus on how to benefit from it in simplifying concepts.

Training teachers and students:

- Specialized training programs: Provide training courses for teachers on how to use artificial intelligence tools to develop innovative educational curricula.
- Developing tool-use skills: Train students to use artificial intelligence tools such as ChatGPT to analyze philosophical texts and write research, while teaching them how to avoid complete reliance on them.

Developing intelligent tools:

- Creating targeted educational applications: Develop specialized educational platforms that combine high-quality philosophical content with artificial intelligence capabilities to provide a comprehensive learning experience.
- Focusing on simplifying philosophy: Build tools capable of simplifying complex philosophical concepts without losing their depth, to facilitate understanding for new students.

Enhancing philosophical research:

- Developing research-support tools: Design applications based on artificial intelligence to help students analyze philosophical texts, search for sources, and organize ideas to write their research.
- Promoting collaboration between humans and machines: Teach students how to benefit from artificial intelligence as a supportive tool without replacing human thinking.

Engaging the academic community:

- Establish partnerships: Cooperate between academic institutions and artificial intelligence development companies to produce high-quality educational content.
- Holding conferences and seminars: Organize scientific events that bring together academics, students, and developers to discuss developments and best practices in the use of artificial intelligence in philosophy, as is the case with this forum in which we are about to participate.

Conclusion

The impact of artificial intelligence on philosophical thinking is not one-dimensional; it presents new possibilities for reformulating fundamental philosophical questions, but at the same time it threatens to marginalize human abilities if it is not used carefully. Therefore, the future requires a balance between employing the capabilities of artificial intelligence and preserving the unique character of human thinking. From this, the following results can be reached:

- Artificial intelligence provides new possibilities for simplifying complex philosophical concepts and stimulating critical discussions.
- Intelligent tools can contribute to enhancing critical thinking by raising innovative philosophical questions and analyzing texts.
- Practical reality confirms that there is a knowledge gap related to how learners use artificial intelligence, which requires working to improve their cognitive and practical level.
- Excessive reliance on artificial intelligence may reduce the role of human mental effort in understanding and interpreting philosophical issues.
- Achieving balance between benefits and challenges requires conscious and thoughtful use of artificial intelligence technologies.
- Artificial intelligence remains a supportive tool that can reinforce philosophical thinking, provided that it is employed in a way that enhances human capacities and does not replace them.

Finally, we can say that discussing the relationship between philosophy and artificial intelligence refutes the perception held by many people, both ordinary and even some specialists, that philosophy is merely an intellectual luxury without benefit. The connection of philosophy with artificial intelligence adds to it a vital dimension and a development that extends for years.

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