

## **Boroń Dominika**

Teaching philosophy as cultural performance

standard lecture

**In time of progressing crisis of the humanities and verbal communication, teaching philosophy has become an increasingly difficult task. Trying to solve these difficulties as teachers *and* philosophers, we have to consider more general problems of the future of reading and interpretation in our culture. I believe that focusing on the performative aspect of teaching philosophy not only makes it possible to awake interpretative skills and creative thinking amongst students but also becomes the only way to provoke reflection that is the true sense of the philosophical inquiry in general. In my presentation I mention the names of two greatest teachers -performers in the history of philosophy: Socrates and Kierkegaard. Their shared idea of the HOW being always more important than WHAT in the philosophical discussion shapes my idea of philosophical performance which I am trying to put in practice in my interpretation workshops.**

### **Bio:**

Dr Dominika Boroń teaches, among others, modern philosophy, social creativity and English translation at the UMCS University of Lublin, Poland (FACULTY OF PHILOSOPHY AND SOCIOLOGY, Institute of Philosophy). Being for years a devoted Kierkegaardian (a book "The Riddle of Metamorphosis: Transformation of the Self in Søren Kierkegaard's Oeuvre"), since 2011 she turned her interests to methodology of philosophical education and its social role and possibilities in modern society. Her recent project are humanistic courses in a form of a interpretation workshop, based on classical text from literature and philosophy.

Articles in English:

*On The Need of Humanistic Preparatory Courses In Business and Technical Schools,*

*The Re-Awakening of the Humanistic Thinking: How to Help Today's Students to Find Joy in Humanities Once More. An Interdisciplinary Project, **Existing Thinker as Hermeneutic Thinker. Søren Kierkegaard's Critique of the Objective Thought in the Perspective of Odo Marquard's Hermeneutics.***

