

بسم الله الرحمن الرحيم
جامعة
الخرطوم
كلية الدراسات العليا
كلية الآداب

الخطاب التربوي مقابل الخطاب السياسي في التغيير الاجتماعي

(منظور فلسفي إسلامي)

بحث مقدم لنيل درجة
ماجستير الفلسفة

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إشراف الدكتور:
عبد الله حسن زروق

2007

الإهداء

إلى .. أمي ... التي لم ترض لنا
بأقل من النجوم
إلى روح روح أبي ... الذي علمنا
أن المرء لا يعيش ليموت بل يعيش
ويضحى بنفسه ويموت ليعيش الآخرون
إلى إخواني ... وأخواتي ...
إلى كل من جمعني معه التجربة

الباحث

الشكر والتقدير
الشكر لله أولاً ومن بعده خلقه ...

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(Symmetry)

Abstract

This study intends to discuss the problem of social change, and attempts to determine which factor is the most effective one in bringing social change. The thesis also critically analyses the contribution of al Ghazali and Ibn Miskawayh to the theory of social change in particular and to social theory in general.

Two perspectives on social change has been examined:

1. The political perspective which is represented by the Islamic movements or what is known as political Islam. Within this perspective the writer discusses the ideas of Jamal al-Din al-Afghani, Mohammad Abdu and Hasan al-Banna, the founder of the Muslim Brother's movement. Means used by the holders of this approach are governmental and political institutions.
2. The educational perspective can be represented by the Sufi movement. This approach focuses on educating the individual. The writer argued a thesis that claims that the relation between education and society is symmetrical, that is education brings change in society and society brings change in education. This perspective emphasizes the fact that change must begin with the individual, through purification of his soul and by acquiring virtues and avoiding vices.

Finally the writer suggested some recommendations for reforming the educational system in the Arab and the Muslim world.

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الفصل الثالث

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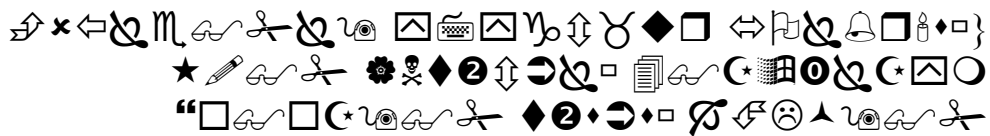
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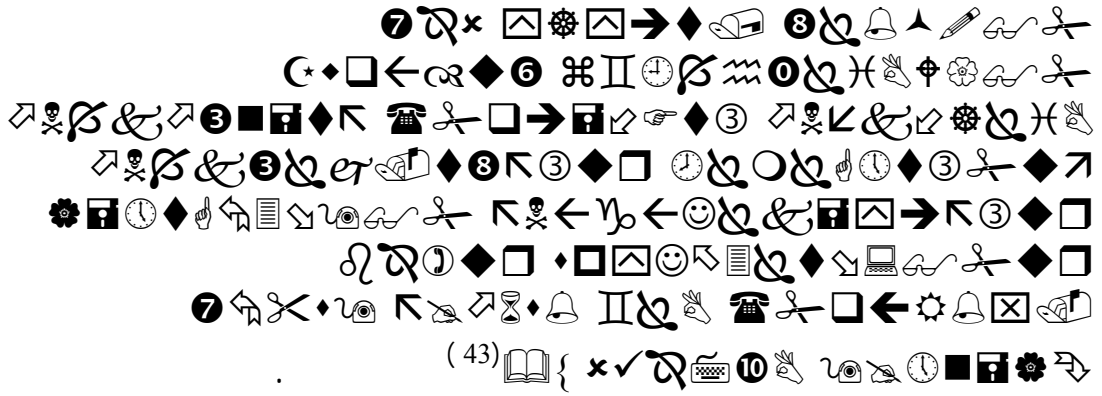
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| _____ . 1971 : | |
| : _____ () | -43 |
| _____ . 2001 | |
| _____ () | -44 |
| _____ . 1998 : | |
| 1997 : _____ () | -45 |
| _____ . | |
| 2 _____ () | -46 |
| _____ . 1992 : | |
| _____ () | -47 |
| _____ . 1987 : | 4 |
| 1 _____ | -48 |
| _____ . 1984 : | |
| : _____ 2 _____ () | -49 |
| _____ . 1989 | |
| : _____ () | -50 |
| _____ . | |
| : _____ () | -51 |
| _____ . 1992 | |
| : _____ () | -52 |
| _____ . 1992 | |
| (_____) | -53 |
| _____ . 1997 | |
| : _____ () | -54 |

:

_____ ()
. 2004

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