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# THE IMPORTANCE OF PHILOSOPHICAL THINKING SKILLS IN SCIENTIFIC RESEARCH

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## ABSTRACT

Through this research, we seek to raise one of the current issues, which deals with the importance of employing philosophical thinking skills in scientific research. We focus here on the skill of communication, especially since the communicative act in its various forms and perceptions contributes in one way or another to the activation of various research efforts in reality, and is a bridge between the theoretical visions and the applied results of many researches issued by university institutions, especially in the field of humanities and social sciences. With this in mind, we pose the following question: How can philosophical thinking skills contribute to achieving solid research results in various scientific disciplines?

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## KEYWORDS

Philosophical Thinking Skills, Scientific Research, Humanities & Social Sciences, Communication, Dialogue

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## Introduction.

Scientific research is the interface that determines the value of the progress and development of societies and creates their civilisational and cultural image in the global scene. Through scientific research, many classical beliefs change and their idols fall through research, discoveries and mental diligence, which in turn develops the human self and makes it in a wide evolutionary movement, updated ideas and new theoretical visions, but these theoretical visions will not be popular unless they achieve an actual result, and the latter will not be achieved unless they are materialised in reality in various fields. However, these theoretical visions will not be popular unless they achieve an actual result, and the latter will not be achieved unless they are realistically embodied in various fields of life, and this is what philosophical thinking skills can contribute to achieving, especially the skill of communication, which is considered one of the issues that require analysis in scientific research, especially human and social sciences.

Here, it is worthwhile to focus on the communicative act and its relation to the achievement of scientific research with relevant results, linking theoretical thinking with applied reality, in order to advance Arab societies in particular and adjust their value compass and social value, all of which will only materialise if humanities and social sciences research is unleashed from the walls of university and research institutions and brought out to the social reality in order to benefit and enrich it.

Adopting this view requires first asking the following question: How can philosophical thinking skills contribute to achieving solid research results in various scientific disciplines? The main question of our research has several sub-questions:

What is scientific research and what is its value?

What is the purpose of scientific research in the humanities and social sciences?

Can the philosophy of communication and dialogue achieve its theoretical visions in reality?

This study aims to highlight the importance of communication issues in scientific research, especially those related to the humanities and social sciences, by reconsidering the ranking of these sciences in Arab societies. This study also aims to show the overlooked aspect of the contributions of philosophy in achieving applied results in various scientific researches of different disciplines and disciplines.

## **1- Scientific research, the path and destiny of humanity:**

### **1.1- On the concept of scientific research and its value:**

Scientific research is the basis for the development and progress of societies, so that scientific research in all fields helps to enlighten minds and discover all that is hidden from this mysterious world; therefore, we find man in a constant movement of curiosity, searching and examining reality in order to win the discovery of more new discoveries that work for his elevation and advancement.

The evolutionary leap that contemporary societies achieve day after day is all thanks to science and continuous, serious and new research, so we find research and innovation institutions that do not know how to stop. Scientific productions embrace permanence and continuity, endless theories, experiments and laws, with great speed and fluidity.

Given the importance of scientific research and its value in achieving these developments, addressing issues and dismantling difficulties, it is worthwhile to define it first, so that the reader can draw a map of the topic based on its conceptual framework. Accordingly, scientific research is considered "an effective tool in solving many issues that may face individuals, institutions or societies in general." (Wael Abdul Rahman Al-tall, 2007, p. 17)

In addition, scientific research is "an organised process aimed at studying a phenomenon or issue that the researcher feels and determines the goal of revealing the causes that led to its existence or prevalence through serious, accurate and honest tests of one or several hypotheses, enabling him to reach important results that provide a solution or several solutions to the phenomenon or issue and accept generalisation." (Wael Abdul Rahman Al-Tall, 2007, p. 18)

Through a survey of these definitions, it is clear that scientific research has precise and specific objectives that often bet on winning applied solutions to issues that preoccupy thinking minds concerned with human affairs, fate and destiny, present conditions, and even the future.

The main idea of this thesis is that scientific research stems from scientific thinking, which we can consider as the starting point for any civilisational progress, as it is the organised thinking that is the basis for accessing knowledge, and it reflects the clarity of vision, the soundness of thinking and the straightforwardness of the method in transmitting ideas, observations and results from the thinker or researcher to the reader, practitioner and beneficiary. It reflects clarity of vision, soundness of thinking and straightforwardness of method in conveying ideas, observations and results from the thinker or researcher to the reader, practitioner and beneficiary. Some may argue that this is the task of the science of logic, which examines the laws and methods of scientific thinking in order to develop the skills of the researcher in the ability to deduce, extrapolate and objectively judge, weigh and evaluate things. (Maghraby, 2009, pp. 8, 9)

Thus, it is clear to us that scientific research and reflection have forms of logic, especially in terms of precision, sequence, and ensuring that the introduction and the conclusion are connected by an organised and verified thread. Thus, these researches achieve beneficial results through a rigorous and critical attempt that leads to solutions to the issues that concern and confuse humanity, and this contributes to an organised and purposeful human effort based on the link between means and ends, in order to achieve human aspirations and satisfy various human needs.

### **1.2 - Scientific research in the humanities and social sciences is a goal and a necessity:**

Having touched on the value of scientific research in general, i.e. in various sciences and fields, whether sports, chemistry, medicine, physics or artificial intelligence, to name but a few, there are also very important contributions in the fields of human and social sciences that must be recognised, supported and applied in order to benefit from them.

Therefore, the importance of scientific research in the human and social sciences has a valuable and evaluative character for societies, as they are in that context according to their academic specialisations: Philosophy, psychology, media and communication sciences, sociology, economics, education sciences, history, library science, archaeology, anthropology, demography and other sciences that go in the same direction, such as: Law, political science, literature, arts, spiritual and physical sports.

There is no doubt that these sciences are the ones that build the internal fabric of societies and have sufficient capacity through the efforts of their researchers to radically change both the thinking and the situation at the individual and collective level. Therefore, if we do not give value and appreciation to human sciences research and its origins and history, we will not build a society of value, not to diminish the achievements of inanimate and living sciences such as the physical and medical fields, but the patents, diversity of laboratories and discoveries in the aforementioned fields will not be of value, unless the value, psychological and

behavioural situation of individuals is resolved. However, patents, the diversity of laboratories and discoveries in what has been mentioned will have no value unless the value, psychological and behavioural situation of individuals is settled, and unless the political and economic structure of societies is balanced, in addition to ensuring the formation of a dynamic and lively culture and historical knowledge that can be used in the present, and then we establish scientific and technological development.

Based on the above, it is worth noting the consequences of the neglect of scientific research in the field of human and social sciences and even other sciences in Arab societies, which led to the crisis and fragility of the social reality.

In the current era, we live in fits of alienation, estrangement, and repeated cases of disorientation and delirium in light of the technological intensity and total control over minds and actions due to the instrumental mind that has surpassed the communicative mind, as expressed by the philosopher Habermas, in the words of the philosopher Habermas.

It is clear, then, that we must be keen to return to historical premises when thinking about the acquisition or production of any research. This is logical, not only in the case of science but also when it comes to societies and states, which cannot be known or studied in isolation from their historical origins, and this is what necessitates the activation of sober and sober scientific research based on philosophies and history.

Not far from this, when we refer, for example, to the state, we find that it can only be understood in a historical context. History gives each state its own style and entity, a view confirmed by the American political theorist and economist Harold Laski (1893\_1950) who argued that the character of the modern state is the consequence of its history, as this character can only be understood in the light of this history. (Bouhoush, 2019, p. 175)

It seems that returning to history in order to enhance research and understand reality and what it needs is imperative, along with other human and social sciences that are no less important and valuable than the latter, especially philosophy, which has acquired a realistic character that keeps pace with the daily and its conditions. The 'philosophy of action' in contemporary thought has become clearly interested in attracting scientific groups that are specific in their intellectual approaches and diverse in their methodological tools, as philosophy is now waking up to the question of action. After a long epistemological period in which philosophy focused on the search for theoretical and abstract truth, exposing it to movement and life, it is now awakening from this oblivion to the question of action and beginning to draw a new map for thought, through which it aims to explore the methodological paths that indicate how to achieve authentic, creative and renewed action, and achieve the action that makes man move out of stereotypical actions to actions by which he affirms himself. (Belagrouz, 2017, p. 103)

This recognition that philosophical research has weight in the integrative construction of society and the individual through its production of analytical and critical skills, and its work to expand perspectives and theories and achieve more effective results, despite all the criticisms directed at it as philosophical research in particular, and human and social sciences research in general, given that these sciences lack precision and refer to subjectivity rather than objectivity, and their results carry many inconsistencies and contradictions.

The difference between the natural sciences and the human and social sciences is already apparent, and the opposite has not been said, but each has a role to play in the originality and value of its research. "The subject matter of the natural sciences is nature and its main goal is to search for the constant, while the human sciences are concerned with human beings and human behaviour, and the natural sciences explain phenomena in a quantitative and rigorous manner, and this explanation is in mathematical form, while the social sciences try to understand the development of social phenomena through qualitative explanation.

The endeavour of the humanities and social sciences is different from instrumental (technical) research. Its impact is moral and soft, and therefore it is supposed to be aligned with it to materialise purely human actions, such as communication and dialogue, for example.

## **2-The philosophy of communication and dialogue is the basis of scientific research:**

### **2.1 - Communication and dialogue in meaning and intent:**

According to Cazeneuve, the etymological origin of the verb 'communicate' comes from communicate, which means to make something communal. Thus, communication is the process of moving from an individual situation to a social situation, and this is what is indicated by the verb 'communicate' which includes telling, informing and communicating, and relates to the transmission of messages or symbols that carry connotations. (Jacobson, 2007, p. 8)

This conceptualisation of communication shows that it is an essential dimension of collective life. Since language and signs are what create the communicative structure between the ego and the other, every discourse can be seen as communication. This issue of opening oneself to the other, or vice versa, can be considered an opportunity for intellectual and scientific influence by sharing with others our various creations and innovations, because it is correct, healthy and logical that these scientific achievements do not remain only among the elite, but must be disseminated and enlighten the minds of the general public.

This integrative and reciprocal process between the research subject and other subjects, regardless of their social level and cultural status, is intended to broaden intellectual perceptions and add new elements to the research practice as "communication is a dynamic process and communication is interactive process." (Sari, 2016, p. 47)

Within this framework that seeks to highlight the value of communication in the embodiment of scientific research and its realistic realisation, we must first recognise that organising the communicative act and understanding its foundations, goals and objectives well before embarking on its practice is the same issue that Arab societies suffer from in their research institutions, so it is necessary to train in the skills of communication, persuasion and influence, and then kindly offer scientific expertise.

It is a vision of communication as an exchange activity that takes place through sounds, signs, images or written signs, and is characterised by the highest level of precision at the level of the tongue, because the latter is a sound pattern subject to a specific rule. In short, communication is the transmission of messages and the exchange of functions between a sending subject and a receiving subject. (Jacobson, 2007, p. 8)

This definition of the structure of communication calls for an effective and diverse study in scientific research, in order to achieve understanding and comprehension between the parties to the communicative process, due to the development that results from the cross-fertilisation of ideas through communication channels, as their uses are frequent and they are in a process of change in terms of their structures and functions; their development affects the activity within the institutions that use them. Thus, the institution, the school, the association, the university, can be considered a communicative space, i.e. communication itself. Even the simplest behaviour of individuals has a communicative dimension, as long as they are involved in the process of exchange and interaction. (Mohamed Meftah, 2001, p. 17)

This relational process of the communicative act in institutions of all kinds, and the university in particular, raises philosophical questions about how to apply these features and reach actual successful results, and before that, it raises questions and debates about why they have not been fully utilised until now.

Based on these questions and queries, it is worthwhile to include in the liberation of scientific research in the human and social sciences from the cage of the letter only, and to revive development and renewal in it, it is necessary to pay attention to the act of dialogue, as dialogue is the argumentation and revision of speech and speech in addressing, which includes some form of communication and interaction, and the purpose of dialogue lies in generating new ideas and enriching concepts. (Saliba, 1982, p. 501)

Through this analysis, the will to enrich concepts is one of the main issues in the human and social sciences, because ignorance of concepts has generated endless conflicts, which requires activating the function of dialogue, because it helps to face the challenges posed by the nature of contemporary life, where individuals are exposed at all times to a torrent of information, ideas and cultures, which requires them to take a positive attitude towards the ideas, opinions and cultures presented to them instead of completely rejecting them.

Dialogue strikes a balance between the human need for independence and the need for participation and interaction with others. Therefore, one of the most important needs of modern man is to open permanent channels of communication with sources of knowledge, thus crystallizing the importance of dialogue as the bridge by which we reach the other to talk to you, understand you, cooperate and coexist with you, gain benefits from you and provide services to you.

Today, it is no longer a secret that the means are available, especially media and technology technologies that can achieve high dialogue skills in the world of scientific research, provided that they are used in a way that does not lack correctness so that we do not fall into a lapse called 'instrumental mind'.

It is also necessary to believe in the rule that dialogue is one of the tools of human progress' and not only scientific research, meaning that the active and researching self finds its strength in achieving soft skills, including dialogue and communication, because the latter, 'whatever its abstract cognitive manifestations, is ultimately located within a specific society and implemented with specific societal tools, and aims above all to deliver a specific message.

For reference, "communication itself influences the process of dialogue, agreement, disagreement, disagreement and resolution between societal and cultural components that are governed by communication"



(Mohamed Meftah, 2001, p. 11) The types of communication, especially those that serve our topic, are academic communication, which focuses on listening, as the latter is considered the first stage, followed by understanding, interpreting, evaluating, responding, and then remembering. (Ali, 2016, p. 129)

In addition to these references to the value of listening, understanding, interpreting, evaluating, responding, and remembering in the communicative process in its academic form, the skill of speaking also has a weighty value in the fabric of these skills because it is the skill responsible for the production of language and the most prominent aspect of the communicative process in life and study: Sound Language Thinking Performance. (Ali, 2016, pp. 141,142)

When the language is clear and smooth and the voice is effective, the dialogue act will prove its results for understanding and the beginning of implementation, especially when we are aware of the types of dialogue and always try to avoid the bad types of dialogue, such as "dialogue of maneuver" or "attack and retreat" that focuses only on verbal superiority and neglects moral superiority, so there is an imbalance between structure and meaning and the lack of balance between them. on verbal superiority and neglects moral superiority, so you find that there is an imbalance between the structure and meaning, and the 'nihilistic dialogue' in which the interlocutors focus on obstruction and frustration, and thus it will be a sterile dialogue, which is not the ethics of scientific research.

Even the "surface dialogue" that does not provide actual results specifically in the humanities and social sciences, which deserve depth, sobriety, analysis, criticism, comparison, dialogue with acceptance, support for inquiry, and multiple perspectives, is a corrupt dialogue that will further complicate matters. The choice of "educational dialogue" that focuses on the transfer of information and exchange of ideas in order to reach specific definitions with influential dialogue that promotes verbal interaction, away from authoritarian dialogue that breeds intolerance and excessive narcissism.

## **2.2 - Philosophy as an act of communication between theoretical visions and applied reality in scientific research:**

Scientific research, as we have previously analysed, is characterised by seriousness and seriousness, flexibility and application, and sometimes generalisation in all disciplines, but before these stages or specifications, scientific research in all fields needs a solid ground from which to start, because the correctness of the premises in logic is what achieves the correctness of the results later on.

Thus, "the subject of research, however partial and fragmented it may seem, can only be defined and constructed through a theoretical problematisation, which allows the researcher to subject the aspects of social reality that are placed in relationship through the central question posed to them, to systematic questioning." (Boukhrissa, 2017, p. 285)

There is no doubt that this justification, for the theoretical issue before moving towards implementation here, focuses on the task of communication as interaction and participation, and philosophy as the main founder of the research premises in all disciplines without exception.

The duality of theory and action in scientific research does not marry until the belief that there is no scientific research without a philosophical phase in which concepts are reformulated, questions are raised, general concepts are formed, basic assumptions are reconsidered, and research methods and tools used to gather information are reconsidered. If this review step culminates in researchers agreeing on the nature of the topics developed and the type of methods and tools used to research these topics, work on this theoretical (philosophical) phase comes to an end and then moves directly to the applied phase in which the researcher tests the.

### **Conclusions.**

At the end of these philosophical analyses of the topic of scientific research and the issues of communication in the human and social sciences, we cannot but acknowledge the positive and effective value of the philosophy of communication, dialogue and the philosophy of action in linking theoretical visions with the applied reality of scientific research in the human and social sciences, the latter of which all contemporary societies are in need of its theories, frameworks and follow-up to current issues and ethics. It is no secret to anyone that relying on technological and technological developments and research alone will lead the human being to become post-human, ethics to become post-ethical, culture to become post-cultural, and so on, where humanity will be dehumanised and the self will be alienated from itself and societies from their origins and identity, which will further aggravate the situation.

### Recommendations:

- The need to strengthen communication skills, the philosophy of dialogue and the philosophy of action in order to embody human and social research and work with it on the ground and free it from the walls of university institutions and research papers.
- Work to develop and update research in the field of human and social sciences to keep pace with the current era, which is based on technology and artificial knowledge, while avoiding as much as possible the theorisation of research that does not serve the reality and does not benefit it, such as those related to bygone times and ideas wrapped in the nature of myths and superstitions.
- Renewing research methods in the human and social sciences with more flexible and modern tools and more interactive and positive methods while avoiding tautology, repetition and linguistic ambiguity that does not carry a direct and meaningful meaning.
- Incorporating philosophical thinking skills into educational and training curricula so that researchers can learn good analysis, constructive criticism, dialogue and debate skills, and deep understanding.

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