

## The Educational Significance of Imagination in Husserl's Phenomenology

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This paper takes a phenomenological approach to the workings of the imagination in order to explore its significance and potential for development in the fields of education and pedagogy.

Firstly, the general significance of the imagination in its role of underpinning experience is examined using Husserl's study on neutralization as a guide.

Secondly, the duality of meaning of the imagination is discussed with reference to Husserl's theory of time.

Thirdly, while making reference to the concept of irony, the imagination is shown to be a function which establishes a horizon of the possibility of transformation in quasi consciousness, and conclusions regarding its educational and pedagogical potential are drawn on this basis.