

Contribution of Pestolozzi to Theory and Principles of Education

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Abstract

“Education is the natural progressive and harmonious development of all the powers and capacities of human beings.” Pestolozzi named his direct method of acquiring knowledge as “Anschauung”. which means that the child acquires knowledge by his own experience. Pestolozzi stressed that the school should follow the model of the home. Let the teacher act like a father. He should set an example in all activities. Just as co-operation and mutual understanding govern a good hours, so there ideals should be applied to the school. He was a believer in the value of sense impression for learning. Pestolozzi believed that children express their natural drives through the medium of play. According to Pestolozzi, the children’s trust in their masters, their love and gratitude for them, took me the place of rules and discipline. He emphasized the necessity for vocational education.

KEYWORDS:- Education , harmonious Development, acquiring knowledge, , sense impression for learning, vocational education, , natural drives

Early Life of Pestolozzi and its impact upon him :-

The educational ideas of Pestolozzi , a Swiss educator are a reflection of his own life. When he was just five, his father, a physician died and he was brought up by his mother who encouraged his sensitivity. He hated the Latin school as it lacked realism and this inspired him to bring about educational reforms.

Emotionally unbalanced on account of his early life which was spent without the care of a father, young Pestolozzi took up agriculture but failed in this venture. But during the period he gave an account of his ideas about education in “ The Evening Hour of a Hermit”. The ideas and words came from his own mind but they were bathed in the spirit of Rousseau. In it there was a cry for a more natural life and the political unrest of pre- French Revolution.

Pestolozzi tried several professions including law and politics but failed.

Experiments in Education:-Pestolozzi’s experiences at Neuhof, stanzBurgdorf and Yuerdun convinced him that a new approach was needed in education. At Nuehof he developed a farm. At stanze there was an orphanage. He developed a school at Burgdorf and a boarding school at Yerdum.

Publications of Pestolozzi :-

- 1) Leonard and Gertrude (1781)
- 2) Hoe Gertrude Teaches her Children (1818)
- 3) The Swan Song (1813)
- 4) Letters on Early Education (1818).

Educational Ideas of Pestolozzi :-

- 1) Meaning of Education :- “Education is the natural progressive and harmonious development of all the powers and capacities of human beings.”
- 2) Direct Method of acquiring knowledge :-pestolozzi named his direct method of acquiring knowledge an “Anschauung”. This means that the child acquires

knowledge by his own experience. He observed, "I wish to psychologise education."

- 3) Model of the School :- Pestolozzi stressed that the school should follow the model of the home. Let the teacher act like a father. He should set an example in all activities . Just as co-operation and mutual understanding govern a good home, so these ideals should be applied to the school .
- 4) Sense Perception:- He was a believer in the value of sense impression for learning. He said, " Man's knowledge must be founded on sense impression.
- 5) Medium of Play :- pestolozzi believed that children express their natural drives through the medium of play.
- 6) Discipline :- According to Pestolozzi , the children's trust in their masters , their love and gratitude for them , took the place of rules and discipline.
- 7) Vocational Education:- He emphasized the necessity for vocational education.
- 8) Well-marked stages in the growth of the mind:- Pestolozzi held that there are three well marked stages in the growth of the mind-
 - a) The mind first begins with sense impression. Gradually impression become distinct and take individual forms as units of experience.
 - b) At the next stage sense impression become clear. The form and other sensory qualities of things are imagined by the mind.
 - c) At the last stage , the clear images of the things are transformed into ideas by which things can be defined.
- 9) Practical Rules:-
 - a) All round training should be the aim of education.
 - b) The learner should be allowed maximum freedom.
 - c) Work should get precedence over words.
 - d) Method of learning should be analytic.
 - e) Realities should come before symbols.
 - f) Correlation should be ensured.

Limitations of Pestolozzi's Educational Ideas and Practices:-

- 1) Pestolozzi insisted on beginning instruction with the elements of experience but did not have a definite idea of the element of the experience.
- 2) His method of instruction failed to deal adequately with advanced stages of learning. He began language teaching with sounds and syllables and units but these are not simple for the child.
- 3) His teaching was done on disconnected topics.

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