

man with his world.

Pestalozzi's thought based on Anschauung concept but other than it also focussed on-

(i) Three fold observation

In this he observe three things

- a. How many and what kinds of object are before him.
- b. Their appearance form or outline
- c. Their name, how he may represent each of them by a sound or word.

(ii) Three fold powers:-

The result of this action

in such a man manifestly presupposes the following ready formed powers:-

- a. The power of recognising Unlike object, according to the outline and of representing to oneself what is contained within it.
- b. That of starting the number of these object and representing them to himself as one or many.
- c. That of representing objects their number and form by speech and making them unforgettable.

(iii) Three fold Principle :-

An immutable law of the technique of instruction to start from and work within this three fold principle.

- a. To teach children to look upon every object that is brought

before them as a Unit, that is as separated from those with which it is connected.

- b. To teach them the form of every object that is, its size and proportions.
- c. As soon as possible to make them acquainted with all the words and names descriptive of object known to them.

Cultivation of Primary Faculties:

As the instruction of children should proceed from these three elementary points, it is evident that the first efforts of the technique of instruction should be directed to the primary faculties of counting, measuring and speaking, which lie at the basis of all accurate knowledge.

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of object of sense. we should cultivate them with strictest Psychological technique of instruction endeavour to strengthen and make them strong and to bring them, as a means of development and Culture to the highest pitch of simplicity, consistency and harmony.

Pestalozzi, built all power of doing, even the power of clear representation of all real objects upon the early development of the ability to draw lines, angles, rectangles and Curves. Thus he states that by exercises in lines, angles and Curves a readiness in gaining sense of impression of all kinds is ~~produced~~ produced in the children as well as skill of hand of which the effect will be to make everything that comes within the sphere of their observation gradually clear and plain. It is also said that human mind and harden it against

natural sense - impressions for the sake of these lines and of the techniques of instruction, as idolatrous priests have overwhelmed it with superstitious teaching and hardened it against natural sense.

Teaching of writing :- By basing writing on drawing, separating the acquisition of the forms from the command of the instrument and using the skill acquired in writing for the expression of significant ideas Pestalozzi anticipated in many points the Montessori method of teaching writing. The defect of his method, as in language teaching is what he carried his analysis to its ultimate limits. What is psychologically simple to the child is not necessarily what remains when analysis cannot be carried further. In writing the unit is the word or the letter not the so called elements of the letter.

Teaching of Arithmetic :- The general principle

of Ansh Anschauung as applied to arithmetic Pestalozzi formulated in these terms. 'That by exercising children beginning to count with real objects or at least with dots representing them, we lay the foundation of the whole of the science of arithmetic and secure their future progress from error and confusion.'

Language Teaching :- with the language aspect of Anschauung, Pestalozzi

concerned himself more particularly, although he did not quite regard the names as co-ordinate in rank with form and number. Pestalozzi reasoned that the child must learn to talk before he can be taught to read and recognised the child's need for a full and facile ~~was~~ vocabulary.

Pestalozzi does not propose that child should acquire a stock of names merely for their own sake but a means to the mastery of things, a function which the name has had from the earliest times. His own method, he explained was like nature with the Savage. I always put the picture before the eye then sought for a word for the picture.

View about Art :- While mental development in general consists in the inner organisation of impression received from without, art reverses the process in so far as it modifies the external world by means of inner impulses and tendencies. Artistic skill ~~impulses~~ comprises the effort to embody the products of the human mind, to give expression to the impulses of human heart, to exercise the dexterity.

ties required in domestic and social life. Such is Pestalozzi's View of art as expounded in the Swan song. The development of dexterity follows the same laws as the development of knowledge.

Moral Education :- Rousseau, Pestalozzi believed that the child is born good. But we must nevertheless take his education out of the hands of blind nature, as the world he enters is a world spent for the innocent enjoyment of the senses and for the feelings of his inner nature. The moral faculty is present in infancy. God has given the child a spiritual nature that is to say, he has implanted in him the voice of conscience and he has done more, he has given him the faculty of attending to this voice. The moral virtues originate in the relations existing between the child and

his mother. In them too lies the whole essence of the natural genius of that state of mind which is peculiar to human dependence on the Author of our being.

Critical Evaluation :- Pestalozzi's efforts in education were tentative. Although lacking the scientific precision demanded to day, they were experimental. The results had not that consistency which obtain in a purely a priori scheme of education, nor did they command that respect which attaches to the conclusions of a philosophical theory. Anschauung the common starting point of all instruction to insist that teaching should follow an orderly sequence to formulate a general method based on Psychological Principles, to recognise the practical and emotional aspects of personality to lay the

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basis of our elementary school system
and to reinforce the democratic
tradition in education.