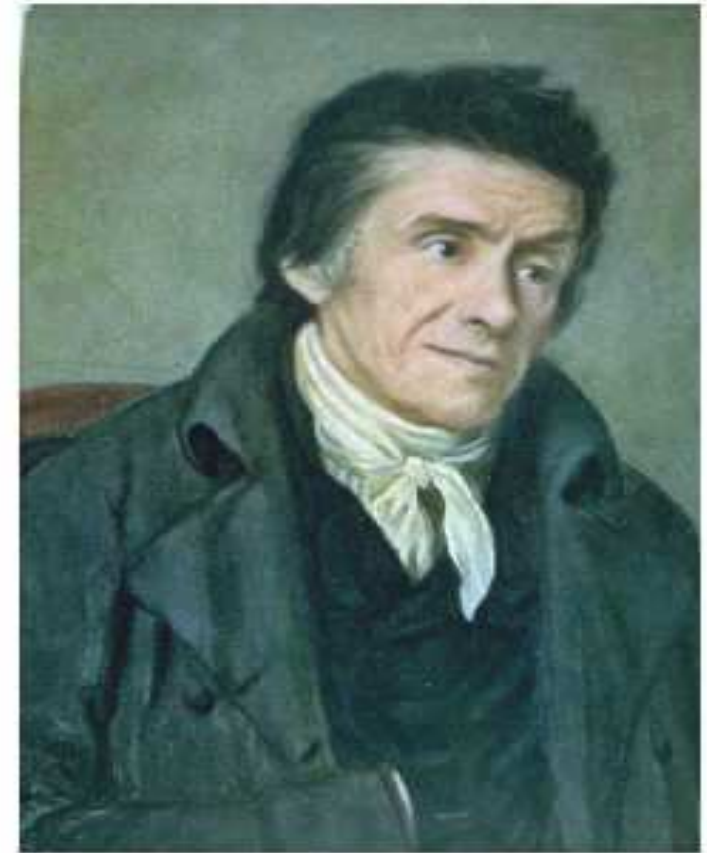


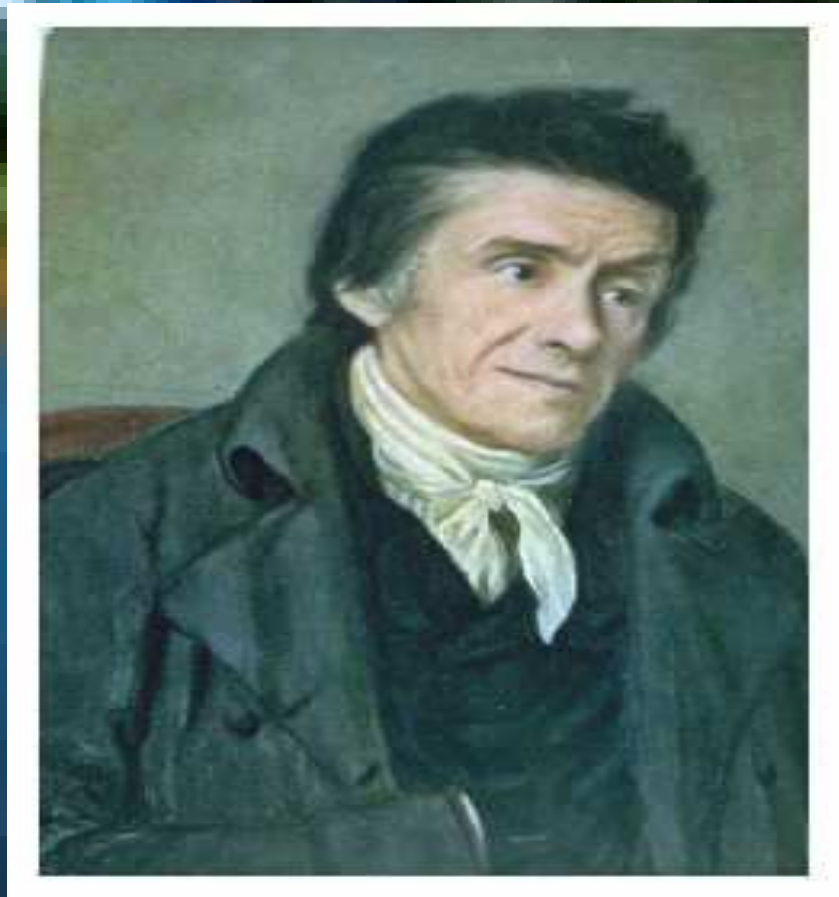
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DR. VASUDHA V. DEO



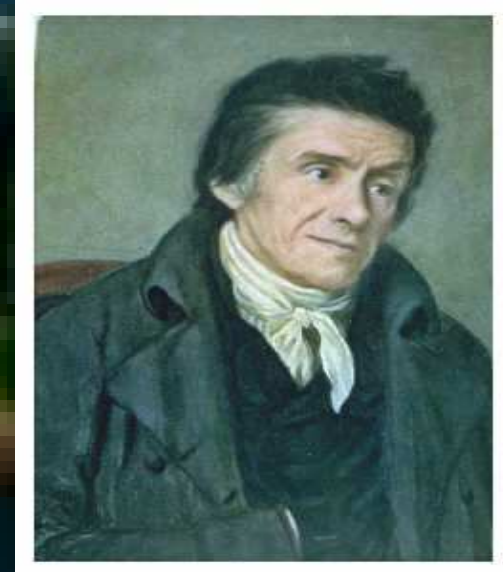
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His commitment to social justice, interest in everyday forms and the innovations he made in schooling practice make Pestalozzi a fascinating focus for study.



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1. EARLY YOUTH. Pestalozzi was born in Zurich, Switzerland on January 12, 1746. His father died when he was five, and he was raised in a loving home consisting of his mother, older sister and woman servant. He did not enter school until he was nine. His elementary school record was not impressive because of his tendency to daydream. However, he Zurich did enter and complete his studies at the University of



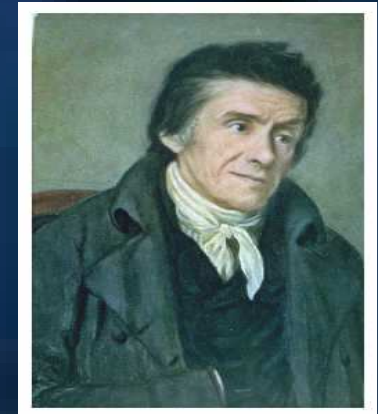
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WRITER AND TEACHER. Pestalozzi wrote the novel Leonard and Gertrude in 1781. This book, incorporating many of Pestalozzi's ideas about educational and social reform, became an educational classic. Its publication brought Pestalozzi fame but no alleviation from hard work and near poverty on the farm. He published the book "Fables" in 1791, which was a collection of animal stories with simple morals. The same year witnessed the writing of his "Inquiry." This philosophical work was a failure.



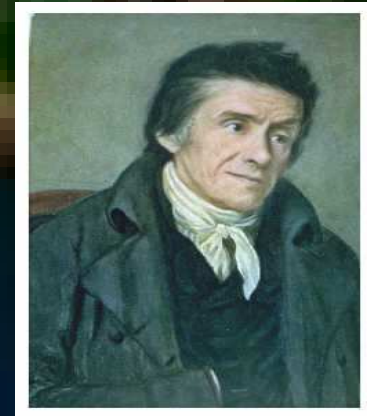
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- **Fundamental Principles of Philosophy of Education**
 - *Principles of Development*
 - *Principles of Education as Agency of Development*
 - *Principles of Harmonious Development*
 - *Principles of Self Activity*
 - *Principles of Follow Nature*
 - *Principles of Priority of General Education*



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- **Fundamental Principles of Philosophy of Education**
 - *Principles of Individual Differences*
 - *Principles of Psychological Basis*
 - *Principles of Universal Education*
 - *Principles of Humanistic Factors*

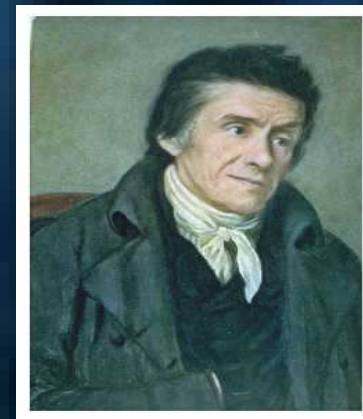


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❖ **Aims of Education**

❖ *Harmonious Development of Personality*

❖ *Synthesis between the individual and social aims of education*



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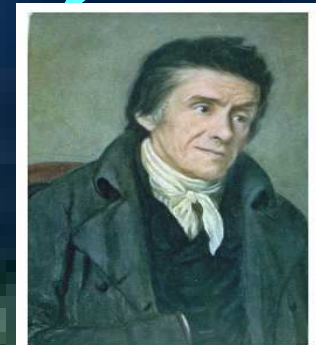
❖ **Meaning and Defination of Education**

❖ Individual point of view

❖ *Education may be defined as the natural harmonious and progressive development of man*

❖ Social point of view

❖ *Education as power of regeneration of society
exercise of intellectual and moral power*



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❖ Curriculum

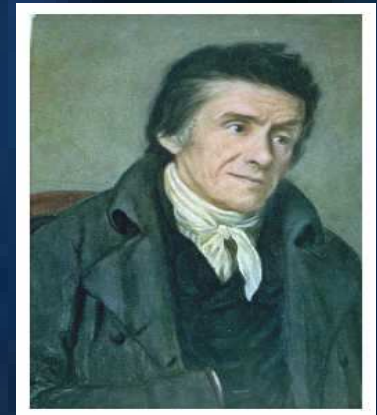
❖ fundamentals Principles of Construction of Curriculum

❖ Principles of Development

❖ Principles of Utility

❖ Principles of Personal and Social Need

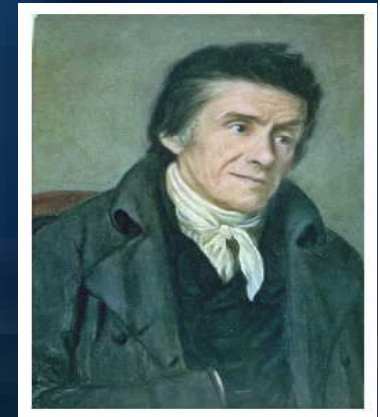
❖ Principles of Interest



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❖ Determination of the Subject in Curriculum

- ❖ For Physical Development
- ❖ For Mental Development
- ❖ For Moral Development
- ❖ For Training of teacher



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❖ Method of Teaching

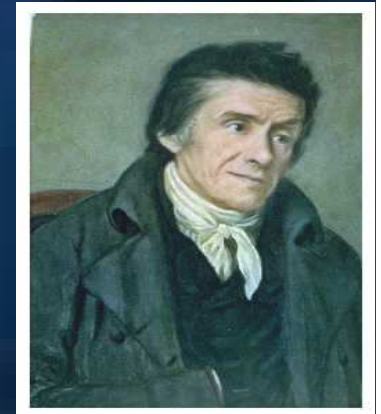
❖ fundamentals Principles of Method of Teaching

❖ Principle of Direct Observation

❖ Principle of Self Experience

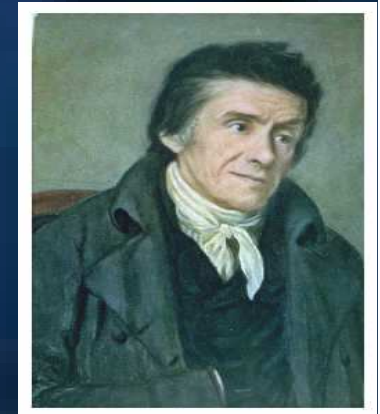
❖ Principle of Learning By Doing

❖ Principle of Natural Development



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- ❖ Anschauung Method of Teaching
- ❖ Meaning
- ❖ Intensive Apprehension
- ❖ Sense-Experience
- ❖ Direct Observation
- ❖ First Experience



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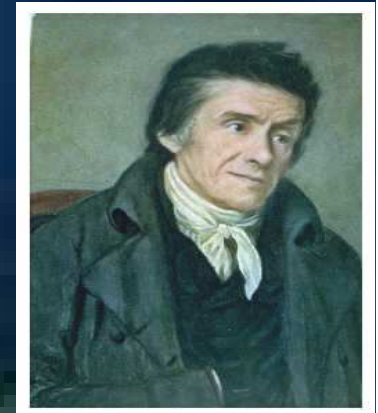
- ❖ Anschauung Method of Teaching
- ❖ To teach children to look upon every object
- ❖ To teach them the form of object size and proportion
- ❖ As soon as possible to make them acquainted with all the words and names descriptive of object

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- 4. METHODOLOGY. *The following are the chief points of Pestalozzi's method:*
 - a. Child Centered.
 - b. Direct Experience. *The teacher must never teach by words when a child can see, hear or touch an object for himself. Nature can teach the child better than man can.*

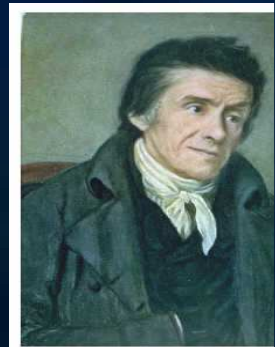
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- *c. Activity. The child is expected to be continually active in seeing for himself, making and correcting mistakes, describing his observations, analyzing objects and satisfying his natural curiosity.*
- *d. Induction. The child must observe, learn to express his impressions of concrete objects perceived by the senses and must learn to formulate new generalizations for himself*



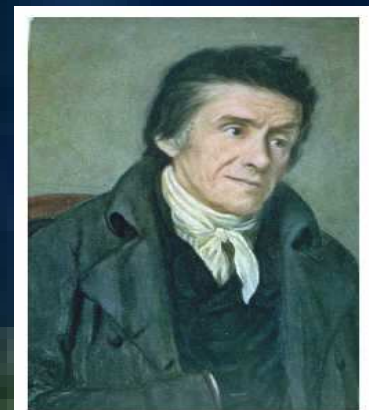
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- No Books. *Early elementary education needs direct and concrete experience rather than books. In this way the child proceeds from the concrete to the abstract.*
- f. Simplify All Subjects. *All subjects are reduced to their simple elements. The child proceeds, through experiencing the simple parts, to formulate more abstract generalizations*



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- **5. DISCIPLINE.** *Pestalozzi asserted that the teacher must earn the trust of the children. He advocated a policy of "thinking love" in handling children. The schoolroom must possess the atmosphere of a loving Christian family. The members of this family are cooperative, loving and kind to one another*



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- DISCIPLINE.

- Pestalozzi deplored the harsh treatment of children which was widespread during this period of history. He felt that restrictive measures limit the teacher-pupil relationship and prevent the natural development of children and that this is especially true in

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- *INFLUENCE OF PESTALOZZI.* In addition to being a great influence upon the elementary school system of Prussia, he influenced American education. The superintendent of schools in Oswego, New York, Dr. Edward A. Sheldon, imported the materials developed in England and Canada from Pestalozzi

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- *This led to the establishment of a teacher normal school to prepare teachers in the application of Pestalozzi's method. The Normal School at Oswego (established in 1861), became the center of Pestalozzi education in the United States. An investigation of this school by the N.E.A. in 1865 resulted in a favorable report. This led to changes elsewhere in the country. The future normal schools that developed throughout the West adopted the Oswego plan. As new teachers rose to administrative positions in the United States, the teachings of Pestalozzi became active in countless school systems*