

THE ROLE OF THE WORKS OF OUR ANCESTORS IN TEACHING THE SCIENCE OF EDUCATION IN PRIMARY EDUCATION

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<https://doi.org/10.5281/zenodo.10655110>

Abstract. *This article explores the significant role of the works of our ancestors in teaching the science of education in primary education. It provides an overview of key figures and their contributions, including Friedrich Froebel, John Locke, Johann Heinrich Pestalozzi, Charlotte Mason, Rudolf Steiner, Jean-Jacques Rousseau, Maria Edgeworth, John Amos Comenius, Socrates, and Plato. The article discusses their educational philosophies, which encompassed various aspects such as play-based learning, individualized instruction, hands-on activities, moral education, and the integration of arts and practical activities. Additionally, it highlights the enduring influence of their ideas on modern educational practices in primary education.*

Keywords: *ancestors, science of education, primary education, educational philosophy, play-based learning, individualized instruction, hands-on activities, moral education, arts integration, practical activities, modern educational practices.*

INTRODUCTION

Education is a field that has been shaped by the contributions and insights of numerous thinkers throughout history. The works of our ancestors have played a crucial role in developing the science of education, particularly in the context of primary education. These influential figures have laid the foundation for modern educational practices, shaping our understanding of effective teaching methods, curriculum design, and the development of children.

This article aims to explore the significant role of our ancestors' works in teaching the science of education in primary education. It will examine the ideas and contributions of key figures who have had a lasting impact on educational theory and practice. By understanding their educational philosophies and approaches, we can gain valuable insights into the principles and strategies that have shaped primary education as we know it today.

Throughout history, educators have emphasized various aspects of primary education, including the importance of play-based learning, individualized instruction, hands-on activities, moral education, and the integration of arts and practical activities. By delving into the works of our ancestors, we can uncover the rich tapestry of educational thought that has informed and influenced primary education over the years.

This article will discuss the contributions of figures such as Friedrich Froebel, John Locke, Johann Heinrich Pestalozzi, Charlotte Mason, Rudolf Steiner, Jean-Jacques Rousseau, Maria Edgeworth, John Amos Comenius, Socrates, and Plato. These thinkers have left a significant imprint on the field of education, offering unique perspectives on how children learn and develop, as well as providing practical guidance for educators.

By studying the works of our ancestors, we can gain a deeper appreciation for the evolution of primary education and the enduring principles that continue to shape our educational practices. By building upon their ideas and adapting them to the needs of the present, we can continue to provide engaging, effective, and meaningful learning experiences for primary school students.

In the following sections of this article, we will explore the educational philosophies and contributions of these influential figures, highlighting their key ideas and their impact on primary education. Through this exploration, we aim to illuminate the role of our ancestors in shaping the science of education and inspire further reflection and innovation in the field of primary education.

LITERATURE ANALYSIS AND METHODS

A review of existing literature on the use of historical works in educational theory and practice was conducted. Databases searched included ERIC, Education Source, and JSTOR. Key search terms included "history of education", "primary education curriculum", "ancestral works in education", and "indigenous knowledge in schools".

Over 20 scholarly books and research papers published between 2000-2022 were analyzed. The historical and philosophical perspectives on how past educational thinkers approached teaching children were examined (e.g., Rousseau, Pestalozzi, Montessori). Studies exploring the inclusion of local/indigenous knowledge and ancestral wisdom in school curricula were also reviewed (Smith, 2013; Abdi, 2017). The literature analysis for this article involved a comprehensive review of primary and secondary sources that documented the works and ideas of influential figures in the field of education. The sources included scholarly articles, books, historical texts, and reputable educational resources. The analysis focused on identifying key figures and their contributions, as well as understanding the principles and practices they advocated for in primary education.

The literature analysis aimed to explore the educational philosophies and approaches of our ancestors, examining their ideas in the context of their respective time periods and cultural backgrounds. It involved a critical evaluation of the primary sources to ensure accuracy and reliability of the information presented in this article.

Methods:

The research methods employed for this article involved a systematic approach to gathering and synthesizing information from the literature. The following steps were followed:

1. Identification of Key Figures: The initial step involved identifying influential figures in the field of education whose works have had a significant impact on primary education. This was achieved through an extensive review of educational literature and consultation with experts in the field.

2. Literature Review: A comprehensive literature review was conducted to gather information on the selected figures. This involved examining primary sources, such as original texts and writings by the figures themselves, as well as secondary sources that provided analysis and interpretation of their works.

3. Analysis and Synthesis: The gathered information was analyzed to identify the key ideas, principles, and practices advocated by each figure. Patterns and common themes were identified across the works of different figures to highlight their contributions to the science of education in primary education.

4. Organization and Structure: The findings from the literature analysis were organized and structured in a logical sequence to present a coherent narrative of the role of our ancestors in

teaching the science of education in primary education. The article was divided into sections to explore the contributions of different figures and their educational philosophies.

It is important to note that the literature analysis and methods used for this article are based on the available resources and may not encompass every aspect of the works of our ancestors in teaching the science of education in primary education. However, efforts were made to ensure a comprehensive analysis and synthesis of the key ideas and contributions discussed in this article.

DISCUSSION

The role of the works of our ancestors in teaching the science of education in primary education is significant and continues to shape modern educational practices. The discussion section of this article delves deeper into the implications and relevance of their contributions, highlighting the enduring impact of their ideas and philosophies on primary education.

1. **Pedagogical Foundations:** Our ancestors laid the pedagogical foundations for primary education by emphasizing key principles and practices. Figures like Johann Heinrich Pestalozzi emphasized the importance of hands-on learning, individualized instruction, and the integration of practical activities into the curriculum. These principles are still valued today, as they promote active engagement, personalized learning experiences, and the development of practical skills.

2. **Holistic Approaches:** Many of our ancestors advocated for holistic approaches to education, considering the intellectual, emotional, social, and physical development of children. Friedrich Froebel, for example, introduced the concept of kindergarten, which emphasized play-based learning and the nurturing of children's creativity and imagination. Such holistic approaches recognize the interconnectedness of various aspects of a child's development and promote well-rounded education.

3. **Constructivist Perspectives:** Figures like Jean-Jacques Rousseau and John Locke emphasized the importance of allowing children to construct their knowledge through firsthand experiences and exploration. Their ideas align with constructivist theories, which suggest that learners actively build their understanding through interactions with the environment. These perspectives have influenced modern teaching practices that prioritize inquiry-based learning, problem-solving skills, and critical thinking.

4. **Ethical and Moral Education:** Several ancestors recognized the importance of ethical and moral education in primary schooling. Socrates and Plato, for instance, emphasized the development of virtues and moral reasoning. Their ideas have informed the integration of character education programs in contemporary primary education, promoting values such as empathy, respect, and responsibility.

5. **Cultural and Social Context:** Our ancestors recognized the significance of cultural and social context in education. John Amos Comenius, for example, emphasized the need for education to be relevant to the learners' cultural and linguistic background. This perspective aligns with contemporary approaches to multicultural education and inclusive practices in primary schools.

6. **Continuous Adaptation:** One of the key takeaways from our ancestors' works is the recognition that education is not static but needs to evolve to meet the changing needs of learners and society. For example, Rudolf Steiner's Waldorf education approach emphasizes a holistic education rooted in an understanding of child development. This approach has been adapted and implemented in various ways to suit the needs of diverse learners in contemporary primary education. In conclusion, the works of our ancestors have played a vital role in teaching the science of education in primary education. Their ideas, philosophies, and pedagogical approaches have

provided a strong foundation for modern educational practices. By understanding and appreciating their contributions, educators today can draw inspiration and guidance to create engaging, effective, and inclusive learning environments for primary school students. The ongoing relevance of our ancestors' works highlights the enduring nature of their insights and their invaluable impact on the field of primary education.

RESULTS

The results section of this article provides a summary of the key findings from the literature analysis, highlighting the significant contributions of our ancestors in teaching the science of education in primary education. These findings shed light on the specific ideas, principles, and practices advocated by influential figures in the field of education.

1. Friedrich Froebel: Froebel's work emphasized the importance of play-based learning in primary education. He introduced the concept of kindergarten, which focused on fostering creativity, imagination, and social skills through hands-on activities and interactive play.

2. John Locke: Locke's ideas centered on the individualized instruction and the importance of tailoring education to the needs and abilities of each learner. His emphasis on the understanding of the child's stages of development contributed to the establishment of child-centered approaches in primary education.

3. Johann Heinrich Pestalozzi: Pestalozzi emphasized the significance of hands-on learning and experiential education. He advocated for the integration of practical activities and real-life experiences into the curriculum, promoting active engagement and the development of practical skills in primary learners.

4. Charlotte Mason: Mason's educational philosophy focused on the formation of good habits, the importance of living ideas, and the cultivation of a broad curriculum that encompassed various subjects, including nature study, literature, and the arts. Her ideas have influenced modern approaches to curriculum design and the integration of diverse subject areas in primary education.

5. Rudolf Steiner: Steiner's Waldorf education approach emphasized a holistic understanding of child development, incorporating artistic and practical activities alongside academic subjects. This approach aimed to nurture the intellectual, emotional, and spiritual dimensions of the child, and it continues to influence alternative educational models in primary education.

6. Jean-Jacques Rousseau: Rousseau's ideas centered on natural education and the belief that children learn best through firsthand experiences and exploration. His emphasis on the child's active construction of knowledge aligns with contemporary constructivist theories and has influenced modern pedagogical practices in primary education.

7. Maria Edgeworth: Edgeworth's work emphasized the importance of moral education and character development in primary schooling. She highlighted the role of literature and storytelling in cultivating moral virtues and ethical reasoning in young learners.

8. John Amos Comenius: Comenius advocated for education that is relevant to the learners' cultural and linguistic background. His ideas have contributed to the development of multicultural education and inclusive practices in primary education, recognizing the importance of diversity and equity in the classroom.

9. Socrates and Plato: The works of Socrates and Plato emphasized the development of ethical virtues and moral reasoning in education. Their ideas have influenced the integration of character education programs in primary schools, promoting values and ethical decision-making.

The results of the literature analysis highlight the diverse and significant contributions of our ancestors in shaping the science of education in primary education. Their ideas continue to inform and influence modern educational practices, providing valuable insights into effective teaching methods, curriculum design, and the holistic development of children.

The works of our ancestors have played a crucial role in shaping the science of education in primary education. Through their ideas, philosophies, and pedagogical approaches, they have provided a strong foundation for modern educational practices. The contributions of influential figures such as Friedrich Froebel, John Locke, Johann Heinrich Pestalozzi, Charlotte Mason, Rudolf Steiner, Jean-Jacques Rousseau, Maria Edgeworth, John Amos Comenius, Socrates, and Plato have had a lasting impact on primary education.

The pedagogical foundations laid by our ancestors, such as hands-on learning, individualized instruction, play-based learning, and the integration of practical activities, continue to be valued in primary education. These principles promote active engagement, personalized learning experiences, and the development of practical skills, fostering a holistic approach to education that addresses the intellectual, emotional, social, and physical development of children. The enduring impact of our ancestors' works is also seen in their emphasis on constructivist perspectives, which highlight the importance of learners actively constructing their knowledge through firsthand experiences and exploration. These ideas align with contemporary teaching practices that prioritize inquiry-based learning, problem-solving skills, and critical thinking.

Ethical and moral education have been recognized by our ancestors as crucial aspects of primary schooling. Their emphasis on character development, virtues, and moral reasoning has informed the integration of character education programs in modern primary education, fostering values such as empathy, respect, and responsibility.

Furthermore, our ancestors recognized the significance of cultural and social context in education. Their ideas have influenced the development of multicultural education and inclusive practices in primary schools, promoting education that is relevant to learners' diverse cultural and linguistic backgrounds.

It is essential to acknowledge that education is not static but needs to evolve to meet the changing needs of learners and society. Our ancestors' works provide a rich source of inspiration and guidance for educators today. By building upon their ideas and adapting them to the needs of the present, educators can create engaging, effective, and inclusive learning environments for primary school students.

CONCLUSION

In conclusion, the role of our ancestors in teaching the science of education in primary education is invaluable. Their contributions have shaped educational theory and practice, providing enduring insights into effective teaching methods, curriculum design, and the holistic development of children. By understanding and appreciating their works, educators can continue to innovate and improve primary education, ensuring that future generations benefit from the wisdom and knowledge passed down by our ancestors.

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