

COLLEGE OF EDUCATION, NAGAON



ASSIGNMENT

**TITLE: IDENTIFICATION OF NATURALISM IN SECONDARY
SCHOOL CURRICULUM CONTENT**

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INTRODUCTION:

Naturalism is one of the oldest Philosophies of western world. According to Naturalists the material world is the real in this Philosophy world. To the mind is subordinate to matter. They consider nature is everything and source of all knowledge. There is nothing else than matter, which is the ultimate reality and ultimate truth. They do not believe in sentimentalism, spiritualism and super naturalism. There is nothing beyond and after nature. All real values exist in nature. Hence, man should try to investigate and explore the truth of nature by adopting scientific method with all its capabilities and resourcefulness.

Forms of Naturalism:

Naturalism as a school of philosophy has three distinct forms according to different philosophical thinkers —

1. Physical naturalism
2. Mechanical naturalism and
3. Biological naturalism.

• Physical naturalism: These philosophers advocate that human life is governed entirely by physical

laws. According to this view external Nature has complete control on the life of human beings.

2. Mechanical naturalism: According to the supporters of this view the universe is a huge lifeless machine in which man is only a small part. This form of naturalism ignores the consciousness of man as an individual entity. The modern Psychology of behaviourism which emphasises the importance of conditioned response and learning by doing method in teaching learning process is the result of mechanical naturalism.

3. Biological naturalism: Biological naturalism is the result of Darwinian theory of evolution. According to Darwinian theory man has evolved to his present form from lower animal by a gradual process of development. According to the supporters of this form heredity greatly influenced the nature and temperament of an individual.

Besides biological naturalism emphasises the development of man's natural impulses, natural propensities and inborn tendencies.

CHARACTERISTICS OF NATURALISM:

As a distinct school of Philosophy naturalism has the following characteristics—

1. 'Follow nature' is the greatest slogan of naturalism in education. Naturalists believe that natural development of the child takes place in the natural environment instead of artificial environment of school. The use of the word 'Nature' in the domain of education has two meanings— 1) Physical nature 2) nature of the child.

2. According to Naturalism, education should be child centred i.e. in the whole educative process child occupies the central place.

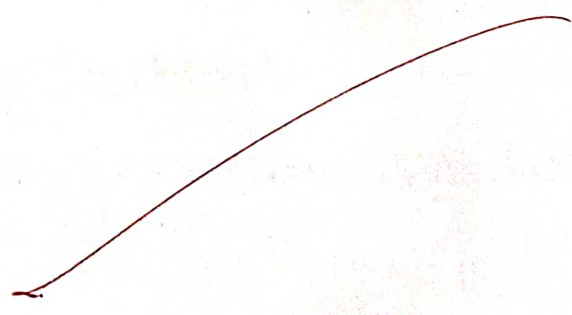
3. Naturalism believes that education should always aim at providing happiness to children. This is possible when children get opportunity to learn in a natural environment at per their abilities and capacities.

4. According to Naturalism in any educative process freedom is necessary. In other words freedom is the pivot around which the whole process should revolve. Nothing should be imposed on child in an artificial and strict environment.

5. In an educative process, naturalists believe that instinct should be main instrument of education. Education should aim at transforming instinctive behaviour of an individual to human behaviour.

6. For effective education, naturalists believe, necessary sense experience should be provided to children as senses are regarded as the gateway of knowledge.

7. According to naturalists bookish education should not be given to children. Because bookish education is not real, it is artificial and imaginary. On the contrary, children should be given sufficient freedom and facilities so that they can acquire knowledge through direct contact with nature.



Naturalism and Curriculum:

Education, according to Naturalism, should be provided in natural environment as per nature of the child.

Therefore, it does not attach importance on subject teaching.

It believes in the natural and harmonious development of child's innate power. To attain this objectives they think curriculum should be wide enough. According to

Rousseau curriculum should be constructed according to the aptitude of children and their physical and mental development. Instead of giving bookish and moral education, children's natural development should be encouraged through exercise and other physical activities. Rousseau has classified curriculum according at the early stage to the age of children. Accordingly, infancy physical education, in childhood training of senses and in adolescence subject and moral education should be provided.

Naturalism and method of teaching:

In the field of methodology, naturalism has made significant contribution. The method of teaching is psychological and is carried on according to the principle of child psychology. Naturalist's method of teaching is child centred where

education is given according to the developmental stage of children. Naturalism lays stresses on
↳ learning by doing, ↳ learning through experience
↳ learning through observation, ↳ learning through heuristic method.

Most of the modern methods of teaching such as observation method, Playway method, Heuristic method, Dalton Plan, Montessori method are based on the principle of naturalism. All these methods provide full freedom to the child for free expression and thus make education effective and purposeful.

Naturalism and teacher :

In naturalistic education the role of teacher occupies secondary importance. Here the child is regarded as the important component i.e. child occupies the central position in the teaching learning process. The duty of the teacher is to provide necessary platform so that the child can act freely in accordance with his inherent capacities and capabilities. In this process the teacher is to act only as a sympathetic observer and guide.

Merits of Naturalism in Education:

Naturalism has made some notable contributions in the field of education. Some of the merits of naturalism are noted below —

1. Naturalism has made notable contribution in highlighting the importance of child in educative process.
2. Naturalism advocated that education should not be a forced activity rather it should be pleasurable activity. In this process child's interest and aptitude should get due importance.
3. Naturalism brought revolutionary change in the methodology of teaching.
4. In maintaining discipline, it emphasises the principle of natural consequences. Punishment should be based on the consequences of wrong deeds.
5. By emphasising the importance of establishing of school in natural environment, naturalism draws the attention to the aesthetic aspects of the surroundings.
6. Naturalism stresses the importance of spontaneous self activity of the child.

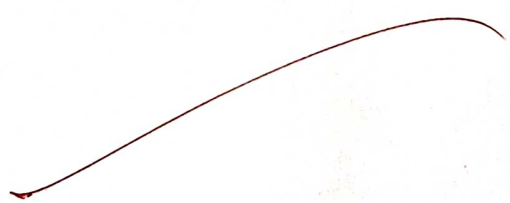
Demerits of Naturalism in Education :

In spite of a number of merits naturalism is not free from some shortcomings. Demerits of naturalism are as follows —

1. The aims of naturalistic education is one sided and unsatisfying. Natural development of the child in natural environment make him unsocial without having any feeling for social good.
2. Naturalism puts stress on the present needs and present problems of the child. It has no concern about spiritual value and remote future.
3. Naturalism puts too much importance on physical education which is not acceptable. Because man is a rational being.
4. Naturalists are of the opinion that full freedom should be given to children for their full and complete development.
5. Naturalism assigns very little importance to the teacher in the educative process.

Conclusion:

Philosophy of Naturalism in education has its own merits and demerits. It provides freedom to the learner which is unique. This approach has affected modern education and method of teaching an inconsiderable way. It aims to make teaching real, interesting and meaningful. It also does good to society by rejecting superstitions. It also does good to neg regardless of all its merits and demerits and some of its suggestion might not be practical to apply. It tends to ignore the ideals and purpose of life. It brings everything to materialism and gives no place to spiritual values.



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