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Object Teaching Ideology in Primary Education and Economic Development of Nigeria in the 21st Century

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Abstract

This paper focused on the practical approach to the teaching and learning exercises to equip the learners with useful competencies to solving future problems for the self and the society. The object teaching ideology of Johann Henrich Pestalozzi (1746 – 1827) which demands for a practical approach to teaching and learning was considered as important for economic development of Nigeria in the 21st Century. Object teaching method to harness skills and competences for the young talents at the primary school level was briefly explained. Its basement for economic development in Nigeria and the viability of digital response was examined citing earlier attempts by the Federal Republic of Nigeria in her National Policy on Education to practicalize teaching and learning at the primary school level. Some benefits that will accrue to the Federal Republic of Nigeria if the object teaching ideology was upheld were mentioned and discussed. Five suggestions were proffered.

Key words: Object, Teaching, Development, Economy, Skills, Competencies, Digital, Learning.

Introduction

Teaching is the act of driving information into the learners using all available and necessary pedagogies. The teaching process has many of these pedagogies such as play way method, experimental method, Object teaching method to mention but a few. The whole intension of teaching is to create in the learners an indelible impression that will assist them in the future as individuals as well as members of their society. Osam (2016) concluded that good teaching methods are capable of changing the learner's perception towards an entirely new life. Runco (2015) opined that teaching exercises are capable of prospecting for new knowledge among the learners as well as rejuvenate the known good ideas in the learners who will later apply them for existence. Every teacher attempts to evolve some dependable pedagogy for the learners, no matter the age and class such as object teaching.

Object Teaching

The object teaching ideology was evolved by Johann Henrich Pestalozzi (1746 – 1827) and applied in his teaching exercises to the child at the primary school level. To achieve his objective, he presented physical objects to learners to sensitize them contribute their own ideas about the object, consequent upon which he summarised the facts for clarity. This made the learners confident of what they learnt and able to apply that knowledge to subsequent areas of learning. Akinkeotu and Donsumu in Mesquida, perera and Denz (2017) Orchestrated that the object teaching approach by Pestalozzi emphasizing practical skills through spinning and weaving of cotton to pay their school fees was a good omen to them and their parents. This teaching approach develops great insight in the children and they will live by it in the future. Runco (2015) said that great insight is the pre-pendence of creative thinking leading to creativity and self – determinism.

Basement for Economic Development

From all indications the child is the man for the future. Taking a cue from Pestalozzi's ideology of primary school sector, teaching and learning should be made to go more practical than ever. As envisaged by the Federal Government of Nigeria (FGN) (2004), in her National Policy on Education, the beautiful blue print for the Nigerian education should earnestly be implemented emphasizing all about practicals. It is with this intent that the Federal Government of Nigeria (1984) introduced the 6-3-3-4 programme to emphasize practicability in the teaching and learning at the secondary school level. This was later dropped to the primary level and changed to 9-3-4.

The whole attempt was to build a formidable foundation for its educational system that will have a tremendous impact on the society as a whole. A solid foundation is crucial to the succeeding generations which will enjoy the reality of life (Levine and Orstein in Tabotndip, 2021)

The saying “catch them young for the future” applies to Nigeria and elsewhere because the primary school sector runs an age bracket of 6 – 11 years plus. During this period the learners could be encapsulated within the following seven goals of the Primary Education in Nigeria (FGN, 2021:11).

Goals of Primary Education in Nigeria are to:

- a. Inculcate permanent literacy and numeracy, ability to communicate effectively.
- b. Lay a sound basis for scientific and reflective thinking
- c. Give citizenship education as a basis for effective participation in and contribution to the life of the society
- d. Mould the character and develop sound attitude and morals in the child.
- e. Develop in the child the ability to adapt to the child's changing environment.
- f. Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.
- g. Provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

The above solid goals and practical orientation will produce learners who will contribute their quota to the society rather than stagnate it with ignorance and incapability.

Having processed learners through the system using the object teaching approach, the following benefits are abound in the nation as a whole.

Human capital – This valuable asset to every economy will readily be available for use from among the trained hands to the society and the nation. From among the lot, some persons will have the knowledge of internet and other digital resources to solve indigent problems for themselves and the society. Tang and Chaw (2016) said that young children have the flair to learn anything about the internet and can be flexible in seeking solutions to problems of all sorts in their environment.

Moral Rectitude – In a situation where everybody is very busy doing one important thing or the other to survive, criminal and corrupt tendencies are bound to be reduced to the barest minimum.

The general focus will be on how to create value for self, due to knowledge and skills acquired rather than go for free money exploitations flow from the blues. Love for work, and progress will be more encouraging than idleness, laziness, criminal tendencies that destroy the economy. Cyber-crime and others can be detected and checked easily, because citizens are equipped with viable digital knowledge and resources to do so. To Gercke (2012), cyber-crime is the most dangerous defect in many nations today only a few hands can manipulate the digital systems with a positive view. Infact, if every citizen passes through the crucibles from primary to the tertiary level, the digital knowledge could be ubiquitous and easy to check excesses of their societies. Consequently, all citizens could invariably become security personnel for themselves and their nations thereby reducing crime to the barest minimum. Eboibi (2020) noted that communication through the internet is fast and could check a lot of insurgences and other crimes wave briskly.

Benefits of Object Teaching

The benefits of object teaching as envisaged by the researchers include intellectual property, job creation, poverty reduction and good standard of living.

Intellectual Property- intellectual property which promotes the course of economic development, growth and civilization will be readily available in a society where people have imbibed knowledge from the cradles. This property is the function of all others especially the physical properties which attract mankind to a great extent yet they are mere illusions. Sagar and Varsha (2016) opined intellectual property which is knowledge based has been the foundation for early civilizations of nations like Spartans, Athens, and Greece. He contended that many nations which have maintained and supported intellectual property as a resort to development are reaping great rewards from it today. Infact, the classification of nations into G8 and G20 must be results of productive economies which have applied knowledge resorts in development. Within these economies, viable digital response to all situations is ready. Nigeria as a nation can rise to this height if it applies good teaching method like the object teaching methods which engages more of practical application to teaching and learning than theorizing.

Job Creation – Job creation which is the provision of vacancies for the unemployed in the society either by individuals or Government is bound to increase hence decreasing unemployment. This will lead to increased productivity. Gross Domestic Product, Income per capita and standard of living. Attempts by nations to achieve full employment status have been great dreams though quite difficult to do so. Vagaraju, Mani and Reddy (2019) opined that full economic status is difficult to attain but great strides towards actualization is very necessary. While the advanced economies are doing everything to reduce unemployment through job creation, the developing ones are instead playing political gimmicks thereby causing brain drain of the few experts they have. The developing economies like Nigeria and other nations do this to remain in power and control for no good reasons. If Nigeria as a developing nation can resort to object teaching method to arrive at a certain level of robust economy other facets like security and education can be better controlled by the use of digital response.

Poverty Reduction – where people are engaged working and producing for the self and the market, poverty is bound to reduce. This is the result of an economy that has trained its populace from the cradles to embrace practicability and hence the love for work. The intensity of poverty can only be found among people who are not busy producing enough even at the peasant level. Poverty is an indication of unproductivity while its reductions are the indication of productivity of an economy.

Standard of Living – The consequence of poverty reduction can usher in better standard of living where shelter, food, and health services may be on the increase. When this happens, the economy generates a higher Gross Domestic Product and income per capita. With these in place, foreign investment is attracted. The society can also export goods and service to generate more income and hence an improved economy. Export of goods and services will be on the increase while their imports will be on the decrease. Vagaraju, Mani and Reddy (2019) opined that productive economies are known to export more than import goods and services because they have abundance of the stock.

Any nation that acquires this status of good standard of living, the citizens enjoy good housing accommodations, having not just what to eat but what they like or desire to eat at each time, long life and peace of mind is the people's portion in a secured environment. As expressed by some authors such as Babalola and Isitor (2014), Bayar and Yanikan (2016), poverty, hunger, and insecurity are a great threat to humanity but can be cured by dutiful work engagement and productivity. This implies that nations should embark on teaching and learning exercises that will reduce this threat of life in their environment. Object teaching can make the necessary provision for this.

Conclusion

Object teaching ideology that imprints practical skills and competencies in learners mind at very young ages can be of great assistance to future economies including Nigeria. If Nigeria can resort to object teaching ideology to arrive at a near full economy in the future, other facets like education and security can be controlled by digital variable response because the society will be fully equipped for it.

Suggestions

1. The object teaching ideology should be emphasised for learners at the primary school
2. The seven goals for the primary level of Nigeria Education should be enshrined in the object teaching and learning ideology which opens up the way for practical skills and competencies to be acquired.
3. Object teaching ideology will through resources of digital literacy aid responsive civic responsibility, open software and virtual tools, equip learners with the knowledge competencies, and skills to handle all the variability of digital response in the Federal Republic of Nigeria without regrets.
4. Object teaching will constitute a resort to general economic development and will earnestly move away from its continuous depression.
5. National consciousness will develop as people think of nationalism and productivity.

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