

The Principles of Waldorf Education and Public Schools in Rising Pupils Spiritually

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ABSTRACT

The article is devoted to determine the philosophy of Waldorf education with Public schools. It evaluates creative study and analyzes a number of philosophical objectives and educational suggestions of the Waldorf and state schools involved in the study. The aim of this research is to identify if there is a notable distinction between the creative thinking ability of Waldorf and public school pupils.

KEYWORDS: *Waldorf Education, public schools, private schools, pupils, teachers, child-centred, idealism, realism, holistic approach, feeling, thinking, doing, anthroposophy, curriculum, syllabus, physical and cultural environment, cooperation, age level*

Waldorf Education was established by Rudolf Steiner, an Austrian scientist and philosopher in Germany in the beginning of the XX century. It is formulated on the ideology of interpretative impracticality, in which teachers help the natural expand of children's prospect. Actually, there is still few data known on the affectivity of Waldorf schooling, such as the organizational structure of its education, or the achievement of Waldorf learners.

This article evaluates creative research and analyzes different spiritual objectives and teaching suggestions of the Waldorf schools and public schools included in the investigation. The aim of this research is to identify if there exists a notable and distinction between the productive thinking capacity of Waldorf pupils and state school kids.

At present time, this method exists in over sixty countries, with thousands of private schools and approximately two thousands of primary youth schedule all over the world. Mainly this kind of education method occurs in private schools, not in public schools. That is why; the methodology of private schools is established according to art and imagination. In fact, The Waldorf Education approach is based on a extensive teaching which draws attention to integrating child totally, by using the head, hands and heart.

This approach of education is learner – centred and dedicated to the philosophy of taught in mind, body and soul of a child. According to Rudolf Steiner, "Life as a whole is a unity, and we must not only consider the child, but the whole of life; we must look at the whole human being". His vision embodies the ideologies of the child-centred action of the early development, which collapsed to teach the child mentally, physically and cooperatively. In that case children can feel that educators pay attention not only to the academic sphere, but also the child's studying procedure and goals. In this way, the learners can make a progress as whole human being, not just test takers. So, one of the key elements

of the Waldorf Schooling ideology is the appropriate concentration is drawn to art and its essential relationship to humankind. Steiner suggested that an emphasis on art and nature in education would guide to a greater recognition for the "beauty" of life: "Joy and happiness in living, love of all existence, a power and energy for work - such are among the lifelong results of a right cultivation of the feeling for beauty and art". As the learning procedure contains three main senses including head, heart, and hands – this can provide children with thinking, feeling, and doing. It is a foundation out of which Waldorf teachers operate to bring up every child through educational program and approaches that combine intellectual, art and constructive skills.

Waldorf Education is considered to be an educational philosophy which focuses on the developments of child-centered approach. The founder of the Waldorf Education believed that not only the students with special needs but also all children should be given an individual attention. According to Steiner, it is efficient to increase the spiritual side of children first, and then intellectual aptitudes, without forcing them. So in this case, the main aim of education is to raise the feeling of joy and satisfaction rather than accomplishment. In fact, Waldorf school's curriculum of holistic education is dedicated to the individual in contrast to group. Consequently Steiner schools are commonly divided into four steps, such as 3 to 6 year olds for Early Years; 6 to 11 year olds for Lower School; 11 to 14 year olds Middle School; and from 16 to 18 Upper School. The main elements of the Waldorf teaching system contain the following:

- Focus on child development
- Individualization
- Whole-Child emphasis
- Integration of art and nature
- Active learning

Apart from this, the Waldorf curriculum is also known for its unique integration of the arts and music into all areas of study. Through daily drawing, painting, singing, playing musical instrument, and eurhythmy (a special form of dance and movement), the children's mind, body, and soul are developed. Much of the same ideas and concepts from its founding are still used in the Waldorf schools today, despite the onslaught of new technology. In fact, Waldorf schools discourage the use of televisions and computers in developing children. Instead, they rely on imagination for entertainment and learning.

When Waldorf School is compared with public school philosophies, it stands for critical idealism, known as anthroposophy. However, public or state schools are determined as natural or scientific realistic institutions. In this case, idealism and realism can be defined below. First of all, both idealism and realism are described as means of art. Idealism is a cooperative art. Thus the responsibility of the

Waldorf teacher is to help the child to adjust the spiritual and material facts. On the other hand, realism is an operative art. It includes the flow of making something. The purpose of the teacher is to assist the child to learn and adjust to the culture and society in which he lives. This means to become a tolerant and well-adjusted person in harmony with physical and cultural environment.

By their traditional origin the state schools are committed to a syllabus that is intellectually-based, formal and academically oriented. Moreover, this is not true of the Waldorf Schools. Many of the Waldorf schools are with the few challenges of recently established schools. This inclusive system had exact benefits, as an example, freedom from the pressures of external examinations, particularly the intermediate examinations at ages 11-12 and at ages 15-16, academic competitiveness, and ability grouping/tracking, prevalent from the early grades in the public schools. However, the Waldorf schools are not absolutely free of external state examinations. In the last decade of secondary schooling, time is set aside for seniors to prepare for the university admission examinations. Waldorf students are not only grouped by age level, but the teacher remains with the same students' grades one-eight, a surrogate parent to his/her charges. Consequently, there is no need for periodical external or class examinations. In actual fact, in Waldorf schools cooperation is encouraged, but competitiveness is avoided. The class is considered as a social unit, a family for children of Waldorf Education. Thus pupils prefer to work collaboratively in Waldorf schools, but state schools' pupils desire to perform independently.

In conclusion, the research of the study reveals that Waldorf learners are more innovative, as described by the element of focusing on every child individually to prosper his happiness rather than achievements. As a result, this happiness can inspire a child to gain further goals in his future life indeed. The most essential thing is here to make pupils feel

happiness inside of them afterward to gain any success in their lives. In this case state schools are an example of realism and Waldorf Education is based on idealism. In addition to, there is no need for regular external or class examinations. However there are the most creative tests to evaluate pupils' knowledge in Waldorf schools in contrast to public schools.

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