

Education

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WHY STUDENTS' TEACHERS' IN TANZANIA STUDY HISTORY OF EDUCATION

DAVID E. MSHANA DEC. 2012 Education according to Nyerere (1967), refers to the transmission from one generation to the next the accumulated wisdom and knowledge of the society and to prepare young people for their future membership of the society and their active participation in its development. In other way it can be defined as a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills. (Oxford Advanced learners Dictionary, 6th Edition).

Education is the process of acquiring and developing desirable knowledge, specific skills, positive attitudes and values. (Thungu, J. et al, 2010) History is the study of the records of all past human experiences, as defined by a number of historians. It is concerned with political, social, economic, scientific, technological and cultural which have shaped and given birth to mankind. History of education can be defined as the study of the past development of educational systems, theories and institutions within the general historical framework of political, social, economic, scientific, technological and cultural change. (Thungu, J. et al, 2010)

REASONS WHY STUDENTS' TEACHERS' STUDY HISTORY OF EDUCATION First of all, studying history of education helps teachers to be in improving quality of education and strengthen professional competence. Studying history of education prepares teachers to explore and critically examine alternatives education theories, practices and culture so as to objectively determine what is acceptable. (Thungu, J. et al, 2010) Likewise, past experience help teachers to be to influence current decisions today. History of education helps teachers to be to improve decision making and judgment. Through it both

good and bad examples of decision are given. History of education offers the opportunity from past example of the others through which formulation of policies to suit the current education systems are made. Moreover, helps to draw comparison of different educational ideas and to show the development of various educational theories and practices in educational context. Through comparison one is able to show the development of a particular theory and practice in historical context and demonstrates a particular condition out, which such a theory arose, the specific function that a practice was intended to serve. (Thungu, J, et al, 2010) History of education provides the opportunity to see how society has changed over centuries. It provides a better understanding of people and culture. Tanzania in particular, education system has been changing from time to time as for instance objectives of indigenous education are different from the post colonial era. Through it, teacher to be can be able to show the difference objectives of education basing on different generation. ([http://: www. wikipedia. history of education/](http://www.wikipedia.historyofeducation/)) Helps to cultivate the art of self expression, communication, inquiry, objective thinking and ability to judge on the side of the teachers to be. It enables in the developing the attitude of mind that distinguish the educated person, the habit of skepticism and criticism of thinking with perspective and objective of judging what is good or bad, as well as weighing the pros and cons. (Thungu, J. et al. 2010) Studying history of education enables student-teachers in choosing suitable methods and strategies when in classroom environment or context. Student-teachers to be in good position to avoid static methods of teaching and learning, at the same time theory improve the tradition methods to match with current situation. ([http://: www.](http://www.)

wikipedia. history of education/) Also, it exposes the student-teachers to other discipline such as history, Christian religion education, oral literature, sociology and psychology. This helps in enriching the analysis of important educational ideas. (Thungu, J. et al, 2010) It enables student-teachers in integrating both theoretical and practical education. Understanding the context of historical events engender the spirit of realism. Through various education theories creates or build good basis in implementation of curriculum. (Thungu, J. et al 2010) Then, it helps in establishing the sound knowledge and skills set in which teachers will be able to build as they are exposed to different life experiences. For instance, having studied a history of education in a certain society, a student-teacher will be in a good position to handle the students of that society effectively and efficiently. ([http://: www. wikipedia. history of education/](http://www.wikipedia.historyofeducation/)) Studying history of education helps student-teachers to translate information and judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. Generally, Studying history of education for the teachers to be is of great importance to their prospects of teaching. History of education is part and parcel of the teaching profession, if a teacher wants to be effective and efficient. REFERENCES <http://: www. wikipedia. history of education/> 13th, Jan, 2011; 11: 08 am Ishumi, A. G. M., (1978), Education and Development, Dar es Salaam: National Printing Company Limited. Lema, E. et al (2004), Nyerere on Education, Dar es Salaam: Oxford University Press Mushi, A. K. (2009), History and Development of Education in Tanzania, Dar es Salaam: Dar es Salaam University Press Oxford Advanced Learner's

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