

Review of: "The History of Education in Antiquity and Its Teaching: Epistemological Problems"

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Potential competing interests: No potential competing interests to declare.

The history of upbringing and education begins when the history of knowledge about man also begins. Contemporary understandings of upbringing and education, especially their role in the humanization process, are preceded by long-term and diverse efforts to explain and place upbringing and education in the context of other social phenomena, in historical conditions, and in accordance with the achieved level of knowledge. With that, it is quite understandable that pedagogy returns to those efforts and critically examines its origins, looking for the beginnings of its development and discovering the emergence of pedagogical concepts, principles, and legalities and, in this connection, explains the differences in contemporary trends in pedagogical theory and practice. Regardless of the level of achievements of modern pedagogy, the scope of school organization, and the position of modern man in the process of knowledge in the conditions of the expansion of science and technology, the interest in studying the past of upbringing and education, schooling, and education has not stopped. On the contrary, it is necessary to systematically and plannedly, in accordance with the requirements of modern scientific research methodology in the field of social sciences, especially pedagogy, to study the origin of pedagogical thought in the distant past, as long as it is possible to discover conscious attempts to explain basic pedagogical concepts, organization of upbringing and education, and schools and their development. Bearing in mind that pedagogy is a relatively young science, the problems of upbringing and education should be studied in the context of overall social life, in time and space, without isolating it from the social structure, political movements and turmoil, religious and confessional phenomena, the relationship of man to nature and life, mastering scientific knowledge, and building technical means and technologies. Attempts to judge the past of upbringing and education exclusively within the limits of pedagogy, and not in the entirety of the history of knowledge about man and society, are wrong.

From the organizational structure of the Athenian schools, special attention of school theoreticians and practitioners was attracted to specially built and, above all, humane relationships between teachers and students, which were based on the personal dignity of students and teachers, on self-discipline, on good manners, and mutual respect. Finally, special attention was drawn to the goal of education - harmonious development, beauty and goodness, perfection, harmony of mind and body (kalokagatiya).

I am of the opinion that, regarding the ancient work of upbringing and education, as well as the description of ancient culture, the work should also use the sources of European historians-pedagogues who really made a strong contribution to the study of ancient culture and civilization. With this, many analysts and scientists would contribute a lot to the study of ancient culture, upbringing, and education.

