DISCOVERY APPROACH IN TEACHING ARALING PANLIPUNAN

by:
GINA P. RUBIA
Teacher III, Balsik National High School

A constructivist philosophy underpins the discovery learning method. It is based on the premise that children build their understanding and knowledge of the world by doing things and reflecting on them. It emphasizes hands-on learning, a focus on the process, and encouraging students to seek answers. Rather than simply teaching kids to memorize rules or concepts, this method incorporates ideas into their daily lives, resulting in memorable lessons that will help them become lifelong learners. Although the Discovery Learning Method has a definite outcome, the emphasis is on the actions and critical thinking required to get there. Teachers must monitor the process rather than simply mark a written paper after it. When utilized incorrectly, the Discovery Learning Method can be a deterrent to learning. Students will not acquire concepts if teachers conduct activities only for the sake of having activities. Teachers must receive formal training in this strategy, and they must also reflect on how their actions are assisting pupils in mastering a subject. Teachers need to realize that just because something is "hands-on," it doesn't mean it's "minds-on." (Inventionland Institute, 2021).

The Discovery approach is a teaching strategy that focuses on assisting students in self-discovering solutions or answers to problems or achieving learning objectives. The students follow a step-by-step procedure and, in the end, arrive at their meaning, interpretations, and conclusions. The teacher may assist a student minimally in initiating the search for information. Such a technique is termed guided discovery. The student may ask questions as reminders to ascertain the correct sequence and direction of all the learning activities. In Araling Panlipunan subjects, specific lessons use a discovery approach. Has instructional characteristics namely: the student gains first-hand
experience, the student use all the senses that make the observations keen and reliable, the student discovers what they planned to look for the learning becomes permanent, it also develops critical thinking, the joy, and pride in education is worth all the time and effort spent, the independent search can lead to comprehensive-blown research later, and the teacher stays nondirective, thus developing independence and personal excitement as well. But like other approaches, the discovery approach has its limitation: lack of needed tools may hamper the procedures, less capable ones may not be successful despite the guidance coming from the teacher, and it may lead to trial-and-error unless adequately guided (Salandanan, 2012).

References:
